Multi-Tiered System of Supports: Integrating Academic and Behavior Instruction and Intervention Into A Single System

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Goals for the Sessions

Thursday

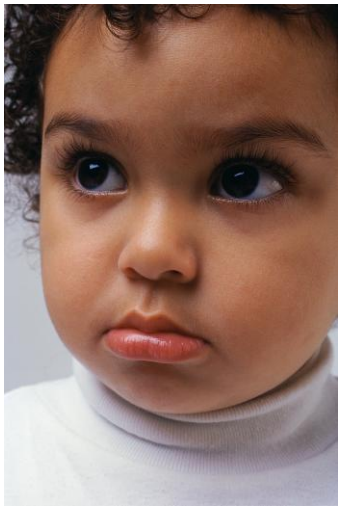
1. An Integrated Multi-Tiered System of Supports: Building A Common Language/Common Understanding Around the Critical Elements
2. Aligning the Critical Elements Across Academic and Behavior Systems
3. Data-Based Problem-Solving: Instructional and Systems-Based
4. Defining and Articulating the Content of a Multi-Tiered System

Friday

1. Consensus, Infrastructure and Implementation: A Systems Approach to Facilitating Change
2. District and School Organizational Structures to Support Implementation
3. Facilitators and Barriers to Implementation
4. Developing Action Plans for Implementation
5. A Program Evaluation Model to Sustain Implementation

The Conundrum of American Public Education

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



Ron Edmonds, 1982 in DeFour et al., 2004

Common Language
Common Understanding

MTSS: Integrating Two Evidence-Based Models to Improve the Academic and Behavior Outcomes for ALL Students

- Challenging Times In Which to Educate America's Children and Youth
  - Performance Evaluations Tied to Student Growth
  - Economic Crises
  - Alternatives to Public K-12 Education
  - AYP Projections and Expectations
  - Recruitment and Retention of Qualified Professionals
  - Common Language/Common Understanding with Educators, Parents and the Community

Strategies for Successfully Addressing these Challenges

- Anticipate the Future
- Use of Highly Effective Practices
- Efficient Delivery of those Practices
- Data to Evidence Effectiveness of Practices
- Strong Professional Development and Support to Sustain Effective Practices
- Communicating Clearly and Frequently with Stakeholders

The Future: Re-Authorization of ESEA

- Data-Based Problem-Solving (MTSSS)
  - Learn Act (Literacy) S. 929IS
    - (x) applying the principles of universal design for learning;
    - (xi) using age-appropriate screening assessments, diagnostic assessments, formative assessments, and summative assessments to identify individual learning needs, to inform instruction, and to monitor--
      - (I) student progress and the effects of instruction over time
    - (xv) using strategies to enhance children's--
      - (I) motivation to communicate, read, and write; and
      - (II) engagement in self-directed learning
  - Blueprint for Reform 2010
    - "Instead of labeling failures, we will reward success. Instead of a single snapshot, we will recognize progress and growth. And instead of investing in the status quo, we must reform our schools to accelerate student achievement, close achievement gaps..."

Senate Bill 541

- Achievement through Prevention Act (PBIS)
  - “The Achievement Through Prevention Act provides support for states, local educational agencies and schools to increase implementation of school-wide positive behavioral interventions and supports (PBIS) and early intervening services. This bill promises to improve student academic achievement and to reduce disciplinary problems in schools while improving coordination with similar activities and services provided under the federal special education law.”

Highly Effective Practices: Research

- **High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)***

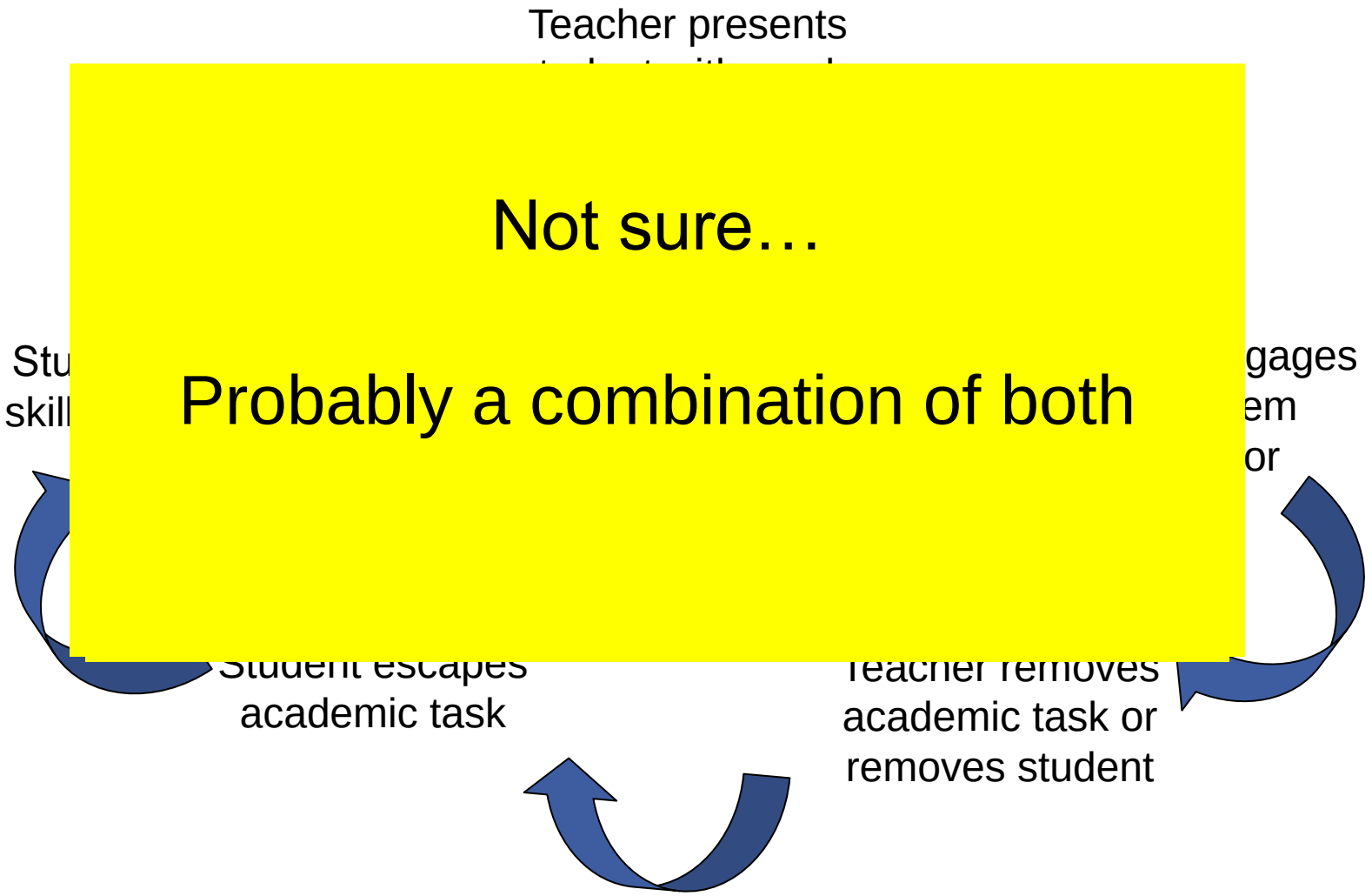
- **Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)***

- **"Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)**

- **Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)***

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



School-wide Behavior & Reading Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model
  - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

Efficient Delivery of Highly Effective Practices

- Statewide District Needs Assessment Results:
  - Integrate Practices to Reduce Duplication, Increase Effective Use of Personnel and Provide Greater Support for Instruction Less is More.
  - Focus Resource Development and District Resources On:
    - Evidence-based Coaching Strategies
    - Leadership Skills to Support MTSSS
    - Family and Community Engagement
    - Aligning K-12 MTSSS-Focus on Secondary
    - Evaluation Models to Demonstrate Outcomes
    - Common Language/Common Understanding Around an Integrated Data-Based Problem-Solving Process
    - Integrating Technology and Universal Design for Learning

Response to Intervention

- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

  (Batsche, et al., 2005)

- Problem-solving is the process that is used to develop effective instruction/interventions.

MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

- The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

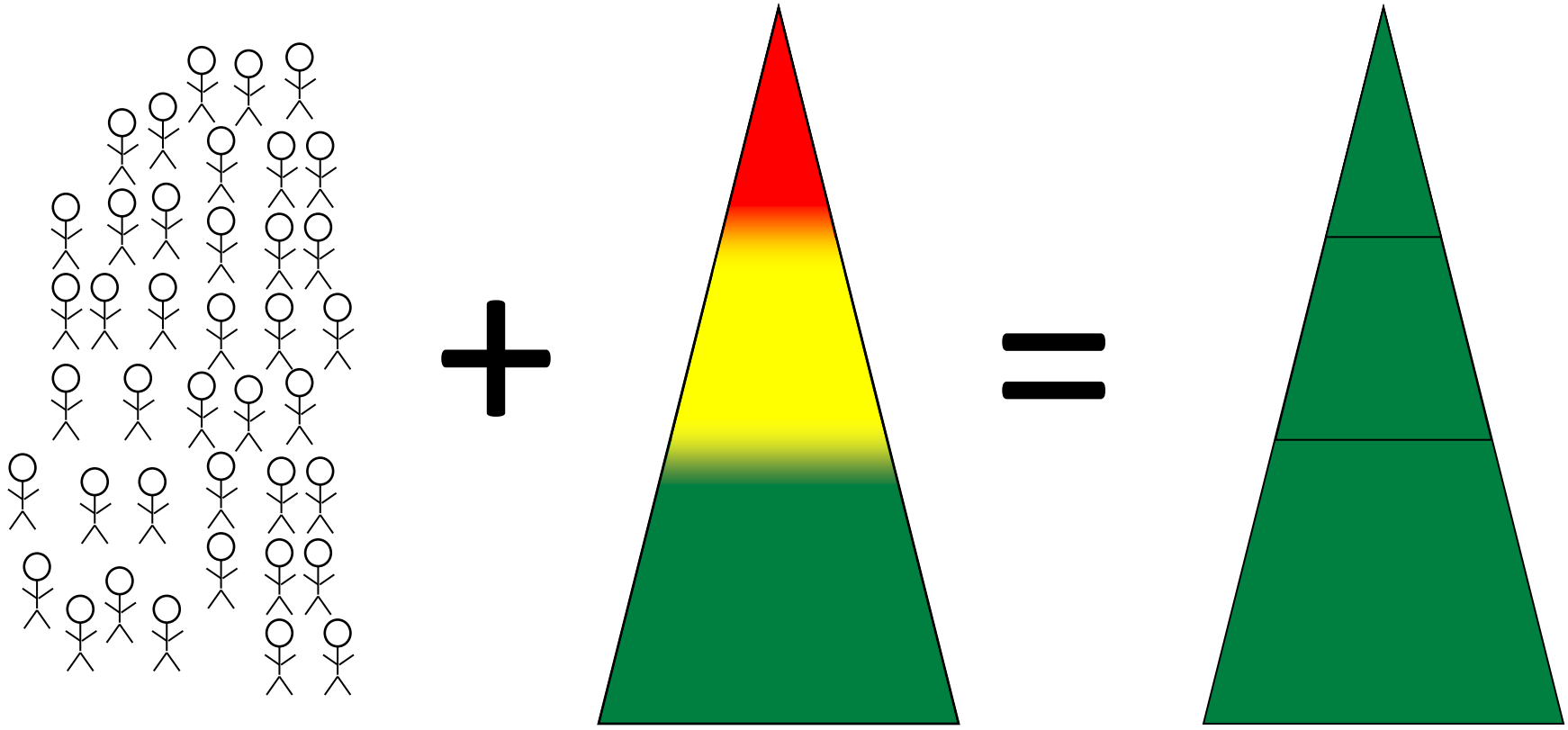
- "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency .

Three Tiered Model of Student Supports

These students

get these tiers of support

in order to meet benchmarks.



The goal of the tiers is student success, not labeling.

MTSS & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

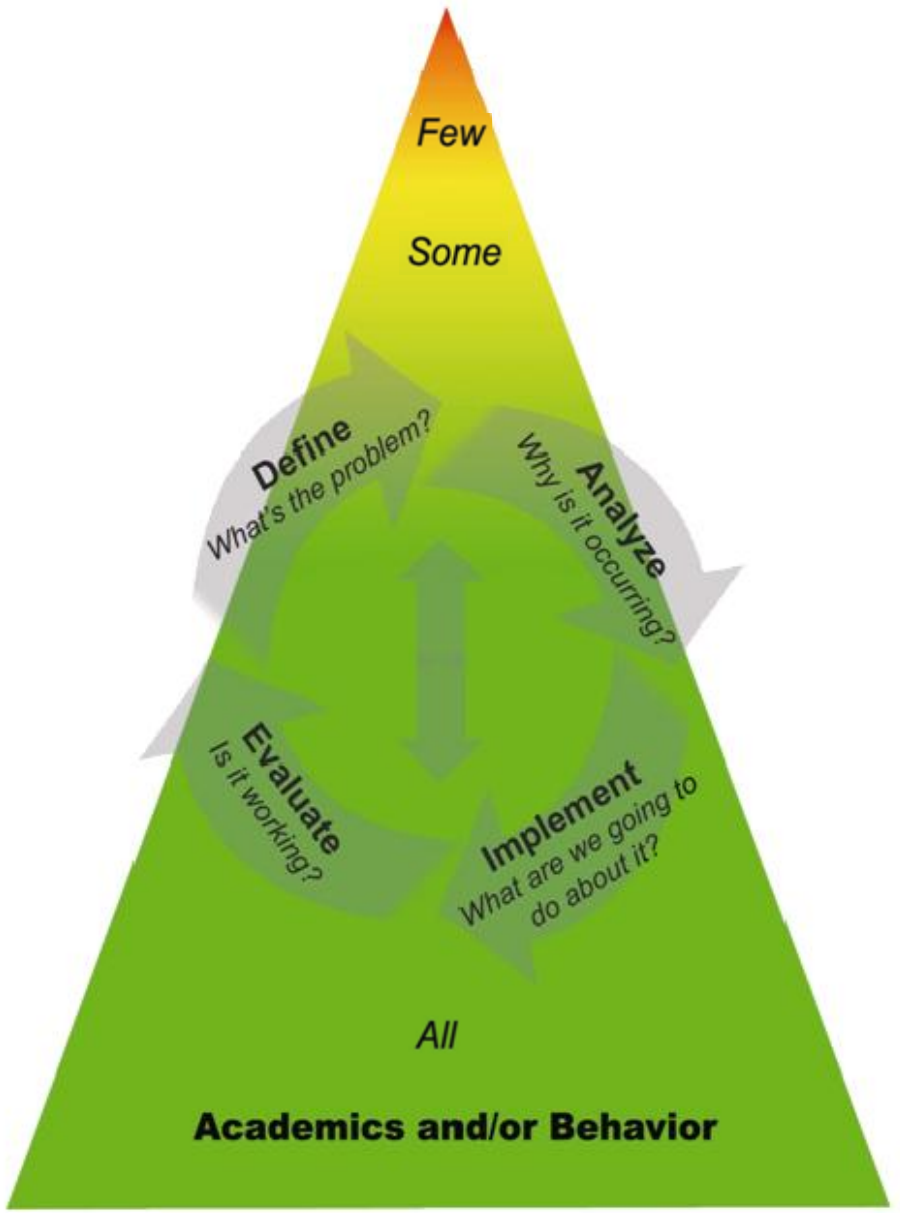
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

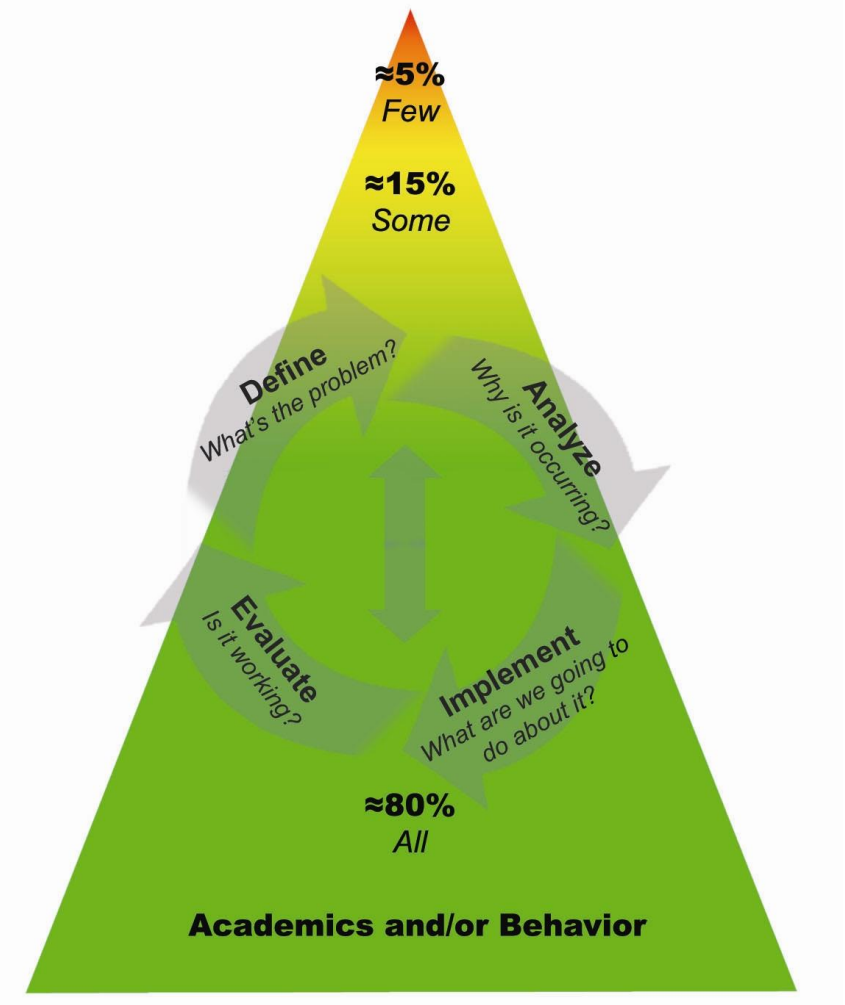
General academic and behavior instruction and support provided to all students in all settings.



Revised 12/7/09

Model of Schooling

- All district instruction and intervention services have a “place” in this model.
- If it does not fit in the model, should it be funded?
- All supplemental and intensive services must be integrated with core.



It's a Frame,
Not a Box

Parts of the "Frame"

- 3 Tiers of service delivery into which all academic and behavioral instruction/intervention "fit."
  - Content is not been defined by the model

- Use and regular review of data to ensure students are responding to the tiered instructional delivery.

Parts of the “Frame”

- Instruction/interventions are modified and intensified based on student performance data

- Instruction is integrated and systematically planned across the tiers

Reflection #1

- What elements of RtI/MTSS do you believe reflect a common understanding with your staff?

- What elements of RtI/MTSS do you believe DO NOT reflect a common understanding with your staff?

Revolution or Evolution?

National Perspective

- 92% of districts are in some stage of implementing RtI (44% in 2007) 24% report Full Implementation
- 68% of districts are either in full implementation or district-wide implementation. Larger districts more likely to be in full implementation
- Implementation with integrity remains an issue. The median response for implementation with integrity was in the 50-74% range

National Perspective

- 56% of districts report having a district implementation plan.
- Most districts have school leadership teams, but not necessarily a district leadership team to implement RtI
- Only 26% of districts currently evaluate the implementation of RtI. 47% report they are in the process of developing a plan to do this.
- Rate of implementation is greater at the elementary level, with a greater focus on academic (reading) than on behavior.

National Perspective

- Of the districts reporting the data:
  - Majority indicate a positive effect of RtI on AYP
  - 80% report a reduction on special education referrals (same as last 2 years)

RtI Adoption Survey (2011)- (www.spectrumk12.com)

New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

David Tilly, 2004

Student Achievement
Student Performance

- ***Academic Skills***
  - Goal setting tied to state/district standards
  - Common Core State Standards
  - Developmental Standards
- ***Academic Behaviors-Student Engagement***
  - Behaviors associated with successful completion of the academic skills
  - On-task, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
  - Behaviors that support social skills
  - Social/emotional development

Lesson Study:
Integrating Academic Instruction and Student Behavior

- What are the evidence-based instructional strategies that will attain the ***academic skill set?***
- What ***academic engagement behaviors*** will be necessary to translate the academic skill into academic performance?
- What ***social/emotional behaviors*** are resources and obstacles to the skill and performance goals?
- HOW WILL WE MATCH THE INSTRUCTIONAL STRATEGIES WITH ENGAGEMENT FACTORS?

Critical Elements

- District/School Organizational/Team Structure
- Multi-Tiered System
- Data-Based Problem-Solving Process
- Scheduled Data Review
  - Health and Wellness
  - Problem Solving
- Intervention Sufficiency and Support
- Implementation Data
- Professional Development

Organizational Structure

Implementation Model

- District-based leadership team (DBLT)
- School-based leadership team (SBLT)
- School-based coaching
  - Process Technical Assistance
  - Interpretation and Use of Data
- Evaluation Data

District Infrastructure

- District Leadership
  - Common Language/Common Understanding
  - Is there a “unified” system of instruction at the district level?
- District Plan Requirements
  - Consensus, Infrastructure, Implementation
  - District Policies
  - Professional Development and Technical Assistance
  - Implementation Monitoring
  - Implementation Fidelity
  - Evaluation Plan

District Responsibilities

- Develop Policies and Procedures to Support Implementation
- Provide Support for Infrastructure
- Professional Development Aligned with Implementation and Student Need
- Allocation of Resources to Buildings based on Level of Implementation and Student Outcomes
- Monitor Implementation and Outcomes
- Support System for Principals
- Leadership Evaluation

Role of District Administrators

- Communicate a clear and common vision
- Demonstrate effective leadership practices to create a climate that supports and sustains staff during a reform process
- Provide personnel resources and logistical support for the implementation of the model
- Monitor implementation

Role of District Administrators

- Modify training, technical assistance and support to sustain implementation
- Model the problem-solving process at the District level through the consistent use of data for decisions that improve student performance and the skills of the professional staff
- Ensure the use of program evaluation to evaluate the impact of implementation

School-Based Infrastructure

- School-based leadership team (SBLT)
- School-based coaching
  - Process Technical Assistance
  - Interpretation and Use of Data
- Master Calendar
- Data Days
- Evaluation Model

Principal's Role in Leading Implementation of RtI

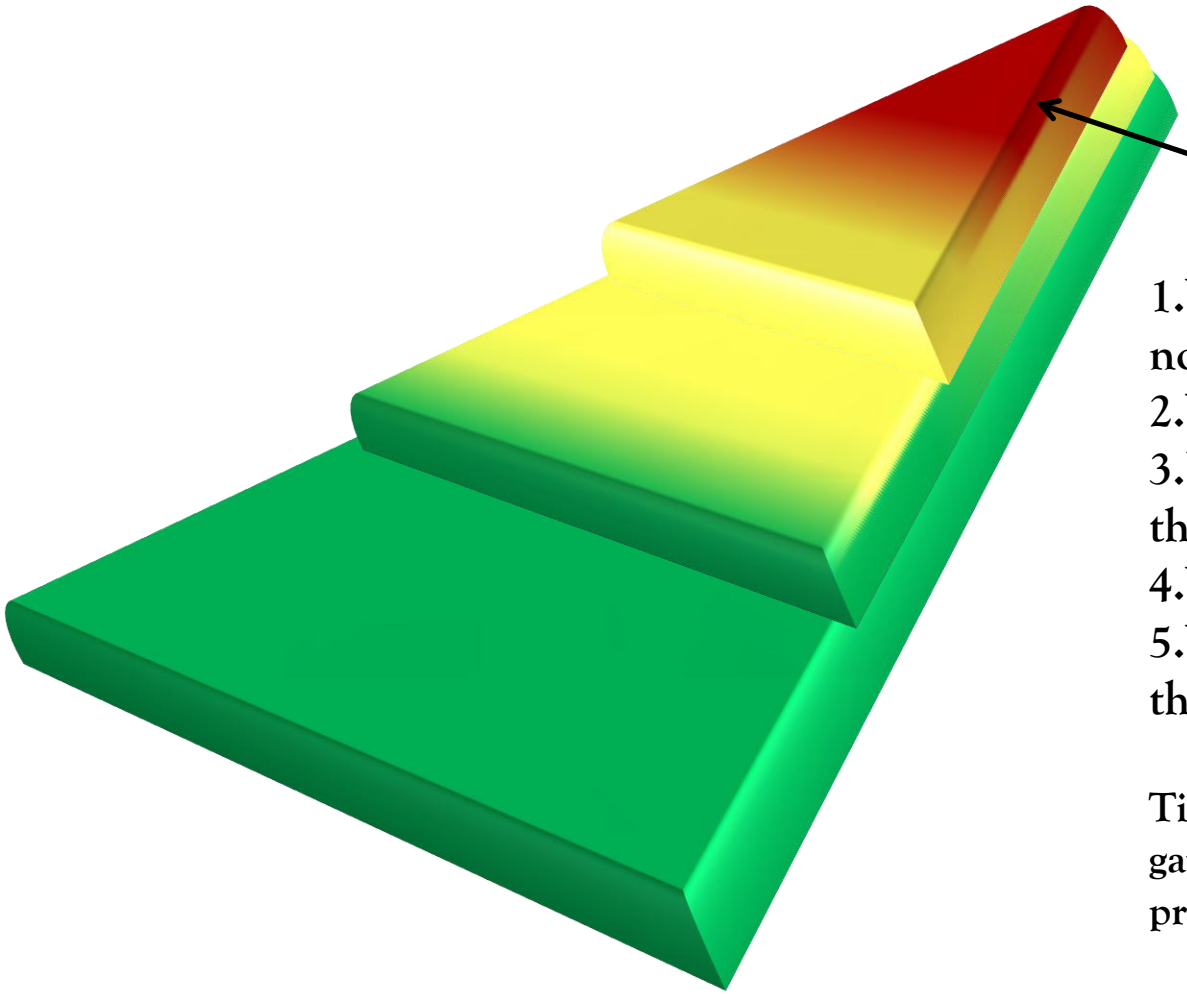
- Models Problem-Solving Process
- Expectation for Data-Based Decision Making
- Scheduling "Data Days"
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention "Sufficiency"
- Communicating Student Outcomes
- Celebrating and Communicating Success

Reflection #1

- Does your district have an implementation plan?
- What supports does your district provide to promote implementation?
- What supports do you need from your district to accelerate implementation?

Multi-Tiered System

Multi-Tiered System



Tier III

For Approx 5% of Students

Core

+

Supplemental

+

Intensive Individual Instruction

…to achieve benchmarks

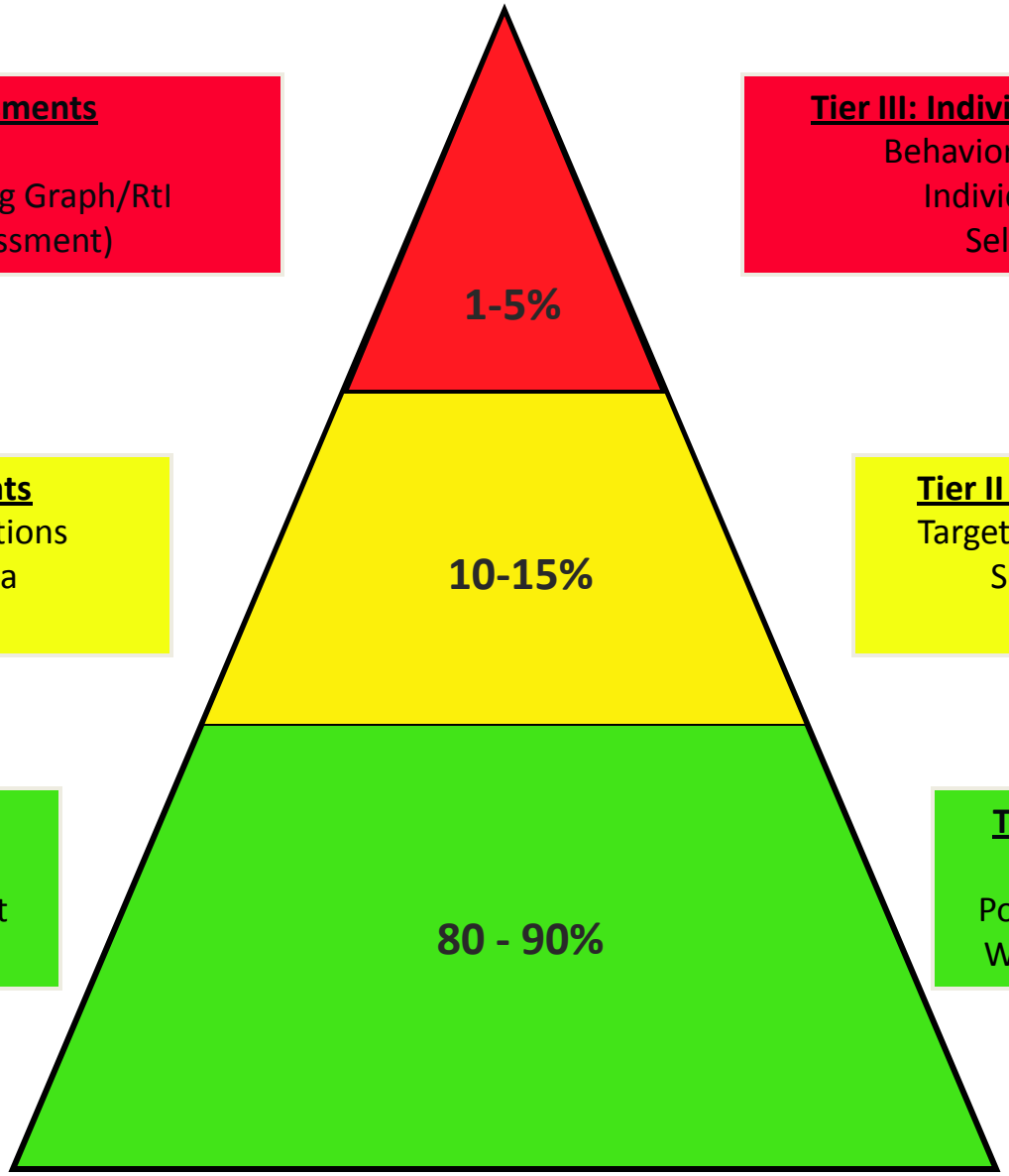
1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Tiers of Behavioral Intervention/Support

Tier III: Assessments
FBA
Progress Monitoring Graph/RtI
(Eligibility Assessment)

Tier III: Individualized Interventions
Behavior Intervention Plan
Individual Counseling
Self-Monitoring



Tier II Assessments
Behavioral Observations
Intervention Data
Gap Analysis

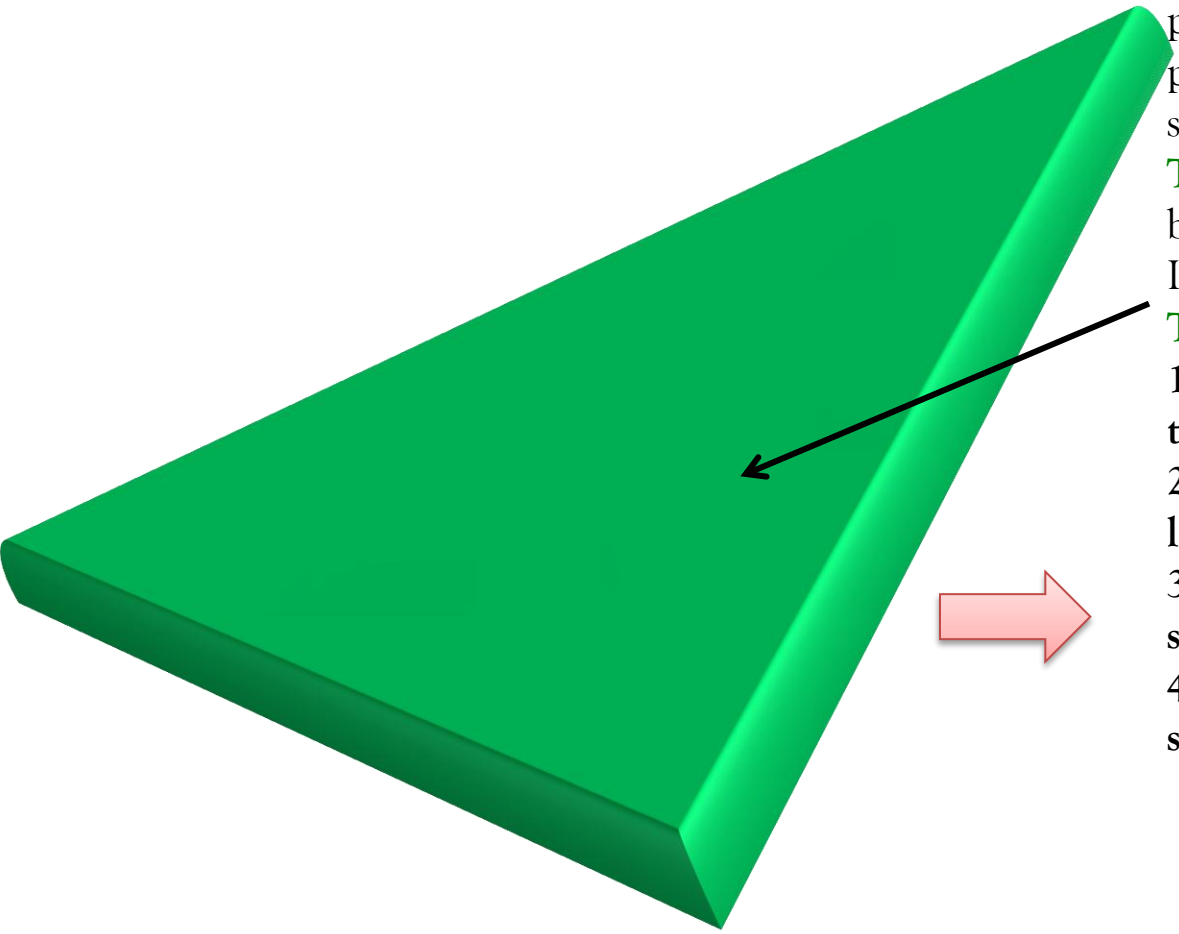
Tier II Targeted Interventions
Targeted Group Interventions
Social Skills Training
Small Groups

Tier I Assessments
Discipline Data (ODR)
Benchmark Assessment
Universal Screening

Tier I Core Interventions
School-wide Discipline
Positive Behavior Supports
Whole-class Interventions

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1.What exactly do we expect all students to learn ?

2.How will we know if and when they've learned it?

3.How you we respond when some students don't learn?

4.How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

What does core instruction look like for reading?

K-5

- 90 minute reading block
  - Comprehensive reading program is the central tool for instruction.
  - Explicit, systematic, and differentiated instruction is provided.
  - In-class grouping strategies are in use, including small group instruction as appropriate to meet student needs.
  - Active student engagement occurs in a variety of reading-based activities, which connect to the essential components of reading and academic goals.
  - Effective classroom management and high levels of time on task are evident.

6-12

- Content area courses in which the reading content standards are addressed for all students including:
  - Middle School Developmental Reading
  - English/Language Arts
  - Other core areas such as science, social studies, and math

Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	☐	☐	☐
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	☐	☐	☐
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	☐	☐	☐
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	☐	☐	☐
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	☐	☐	☐
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐	☐	☐
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	☐	☐	☐
Independent Application	Do students have sufficient opportunities to practice new skills independently?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	☐	☐	☐
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	☐	☐	☐

What Does Core Instruction Look Like for Behavior?

- School-wide Positive Behavior Support
- School-wide social skills/character skill education (e.g., Boys Town)
- School-Home collaboration and partnerships
- Active student engagement in promoting a prosocial environment (e.g., bully prevention)
- School-wide discipline plan that can be explained by both staff and students

Sources of Data

- Academic performance
- Discipline data- Office discipline referrals (ODR)
- Records
- Referral history
- Observation-Student Engagement Behaviors
- PBS benchmark assessment
- School climate surveys
- Attendance data

Why ODRs May Not Be Enough

- May not identify students with severe “internalizing” behaviors
- May not identify students with many “minors” but few “majors”
- May reflect that some teachers refer and some don’t
- May miss students in ESE settings with persistent or violent behavior who may not generate office referrals

Class Recommended Level of Instruction Report

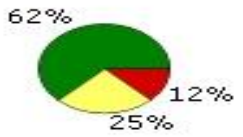
District: Your District | **School:** Your School | **Teacher:** Teacher Name

Grade: Kindergarten | **Probe:** All | **Student:** All

Assessment: All | **School Year:** 2004-2005 | **Date/Time:** 6/20/2005 8:40 AM

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.



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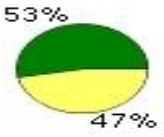

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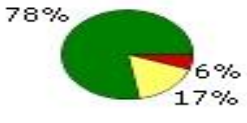

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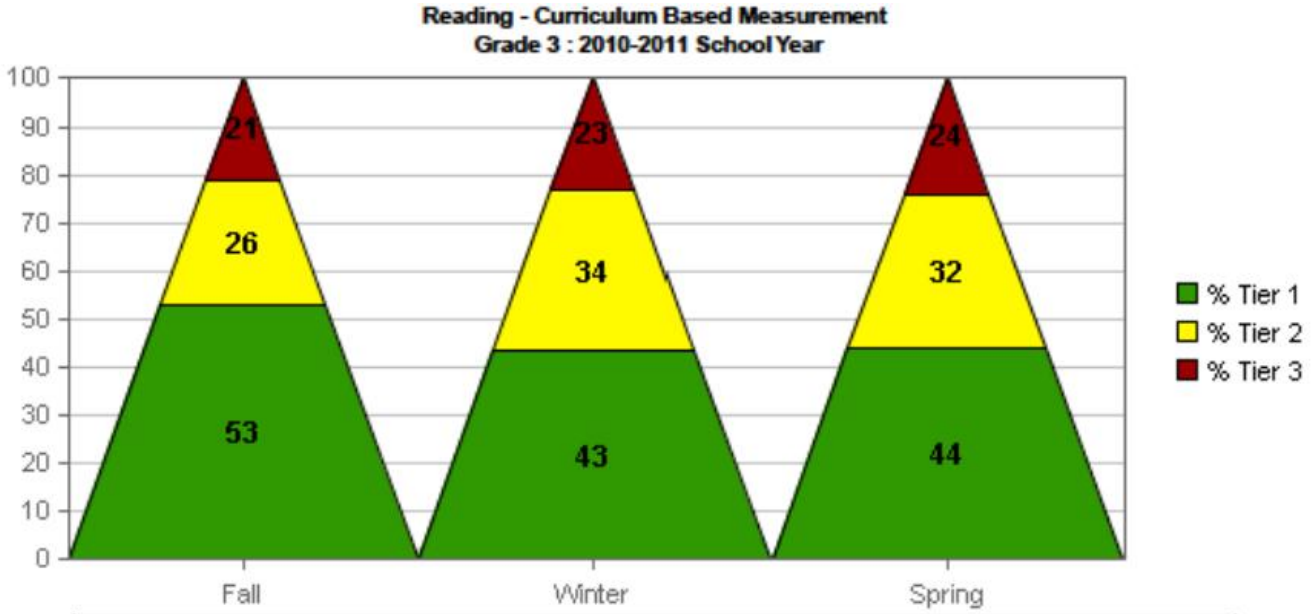
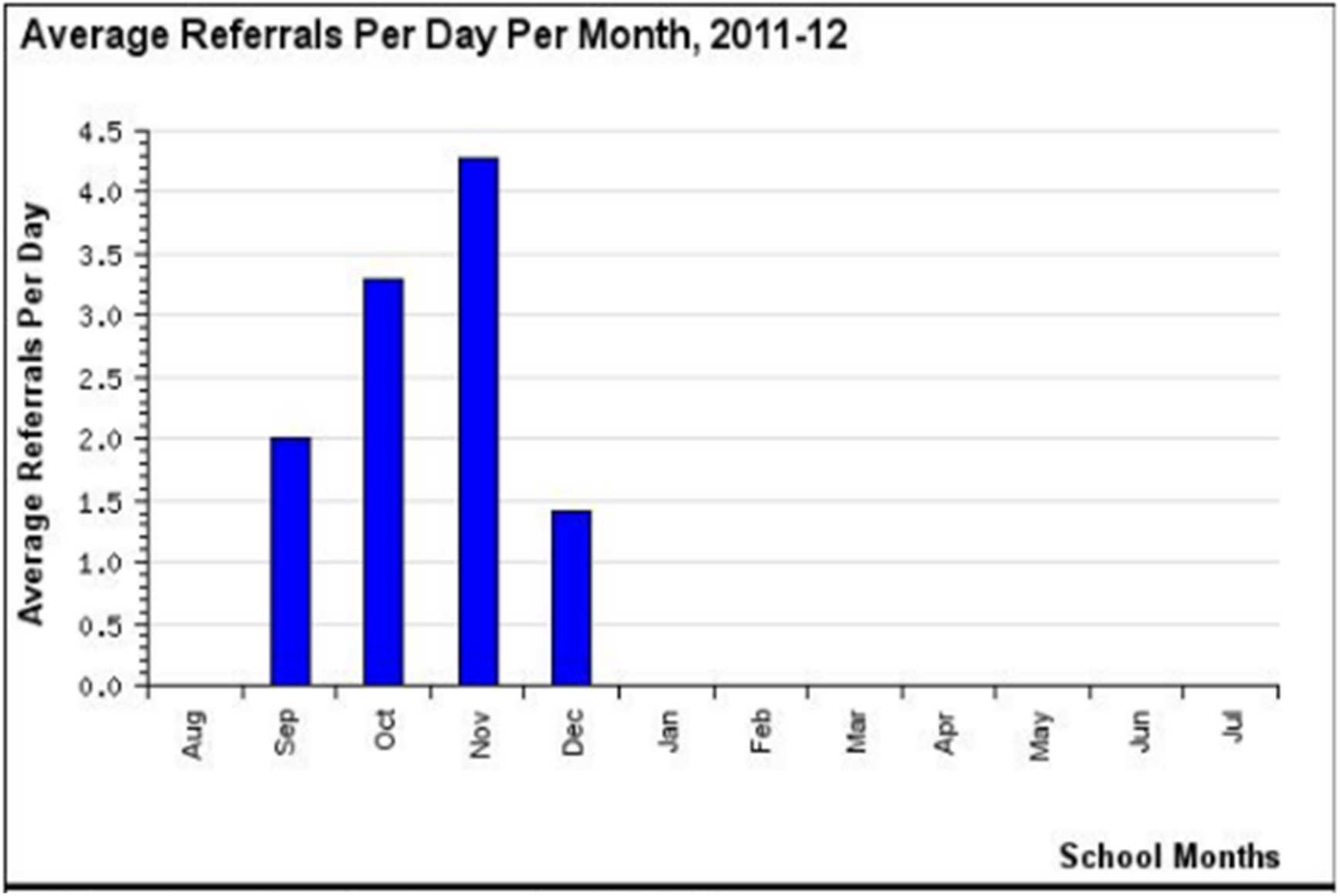
District Example



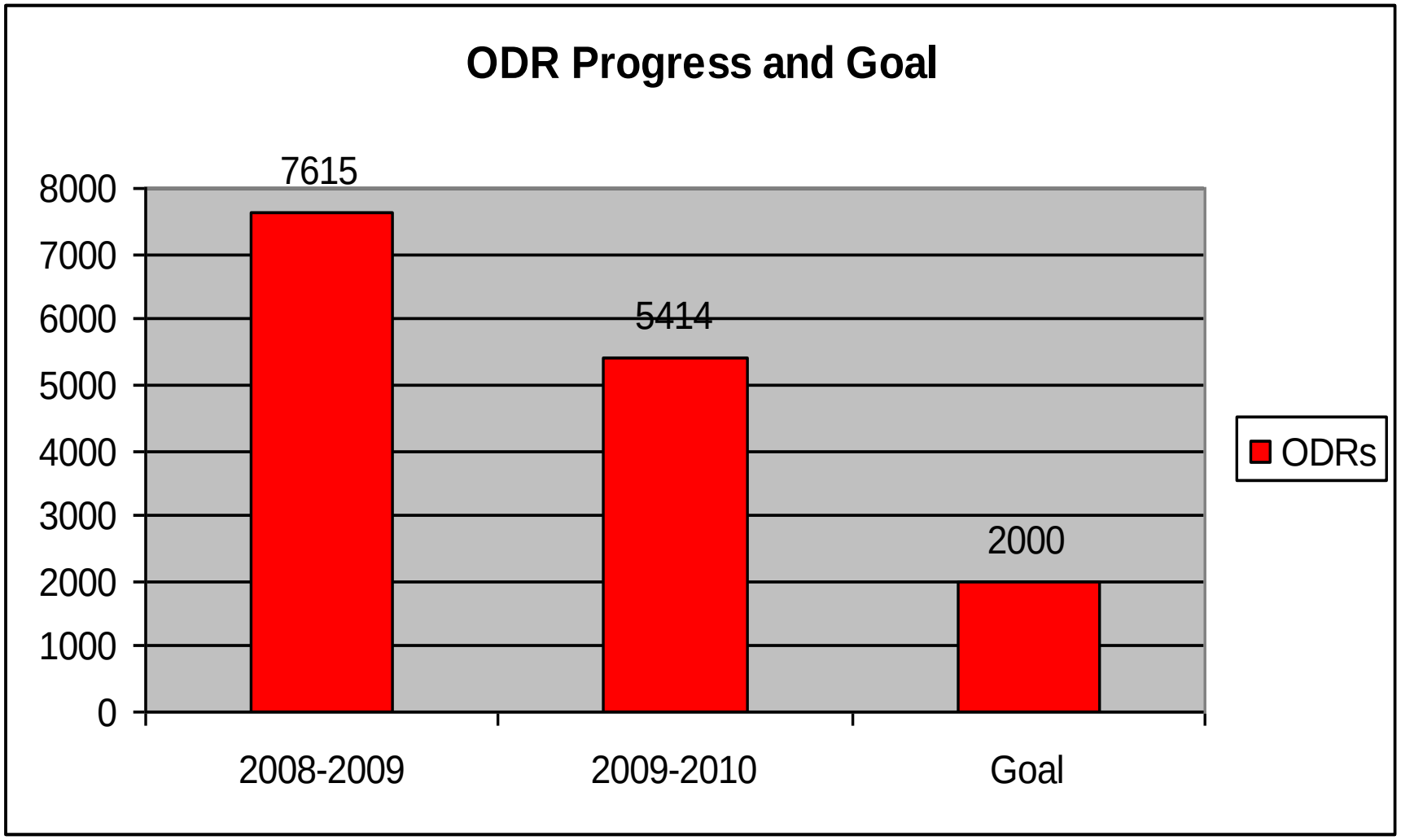
	Fall	Transition	Winter	Transition	Spring
Tier 3	81 (21%)	70 11 0	91 (23%)	76 11 0	92 (24%)
Tier 2	101 (26%)	19 73 8	133 (34%)	15 94 24	124 (32%)
Tier 1	206 (53%)	0 39 160	168 (43%)	0 18 146	170 (44%)
New Student		14		2	
Unscored		8		8	
Total Students	388		392		386

Note: Unscored also includes any students who may have been transferred.

SWIS Data: Elementary Example



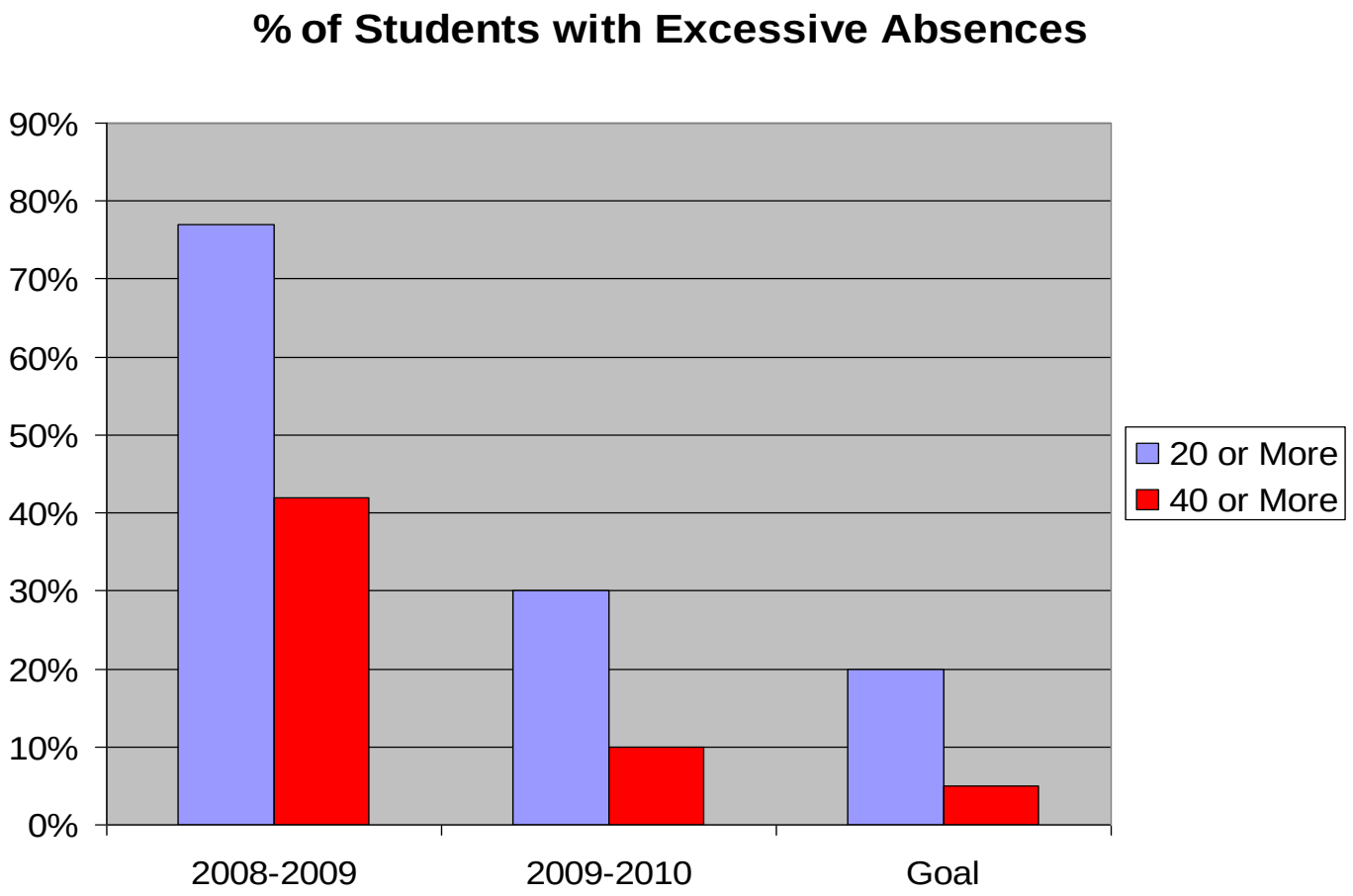
XXX High School



More than 2100 Hours (351 Days) of Instructional Time Recouped during 2009-2010 School Year

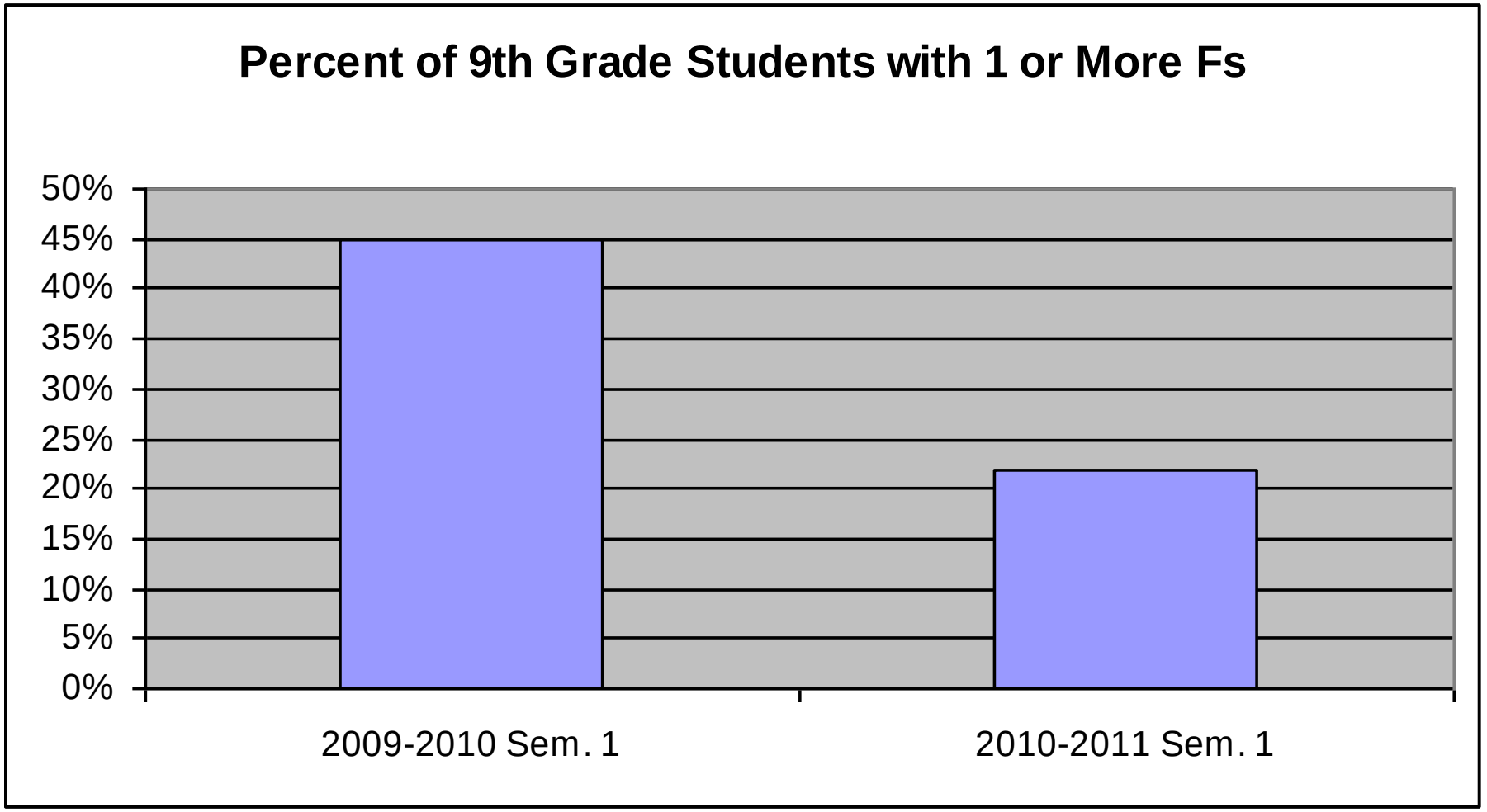
School is on-track to meet 2010-2011 Goal

XXX High School



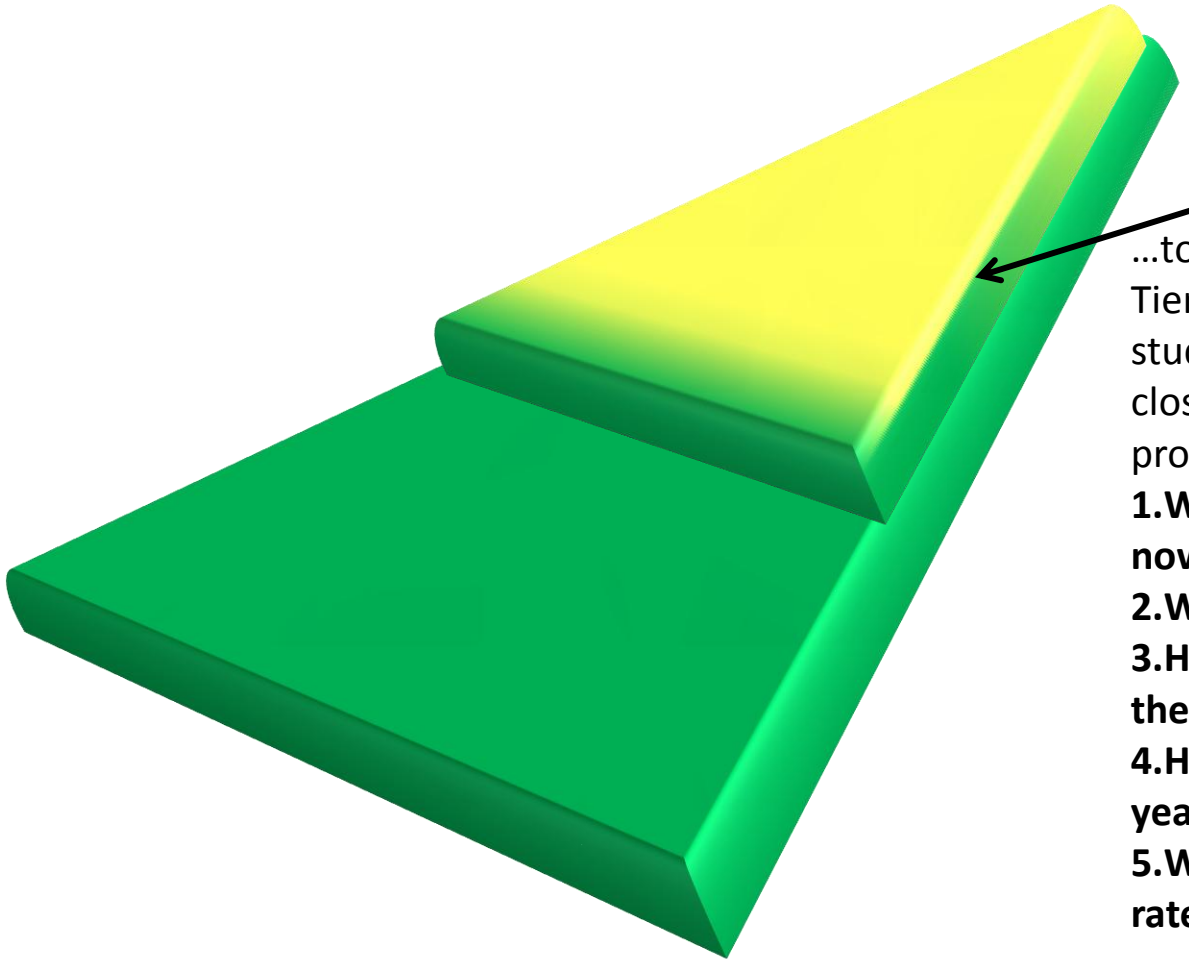
School is not currently on-track to meet absenteeism goal and is in the process of revising the intervention plan

XXX High School



School has added 1 hour to the school day to provide tiered intervention services for Algebra 1 and English 1

TIER II: *Supplemental, Targeted*



Tier II

For approx. 20% of students

Core

+

Supplemental

…to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1.Where are the students performing now?

2.Where do we want them to be?

3.How long do we have to get them there?

4.How much do they have to grow per year/monthly to get there?

5.What resources will move them at that rate?

Critical Questions/Issues
Tier 2

- Purpose and expectation of Tier 2 services should be explicit and understood by providers:
  - Increase performance of students relative to Tier 1 standards
  - Link curriculum content and strategies with Tier 1
  - Assess against Tier 1 expectations
  - 70% of students receiving Tier 2 should attain proficiency.

Tier II

- *Focus of School-based Intervention Team*
  - *Identifying students needing targeted interventions*
  - *Developing/Implementing interventions that address student needs*

- *Interventions*
  - *small group*
  - *targeted group interventions*

Example of Grade Level Schedule

Fourth Grade Schedule
2008-09

MON, TUES, THURS, FRI				WEDNESDAY			
TIME	**SUBJECT**	**Course Code**	**Minutes**	**TIME**	**SUBJECT**	**Course Code**	**Minutes**
8:35-8:40	Morning Routine (attendance, lunch, etc.)			8:35-8:40	Morning Routine (attendance, lunch, etc.)		
8:40-8:45	Morning News			8:40-8:45	Morning News		
8:45-10:15	Reading	5010050	90	8:45-10:15	Reading	5010050	90
10:15-10:45	PE	5015010	30	10:15-10:45	PE	5015010	30
10:45-10:55	Reading Enrichment	5010050E	10	10:45-10:55	Reading Enrichment	5010050E	10
10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30
11:25-12:00	Science	5020000	35	11:25-12:00	Language Arts OR Language Arts ESOL*	5010040 5010010	35
12:00-12:30	Lunch	********	30	12:00-12:30	Lunch	********	30
12:30-1:00	Reading Intervention	5010020	30	12:30-1:00	Reading Intervention	5010020	30
1:00-2:00	Math	5012060	60	1:00-2:00	Math	5012060	60
2:00-3:00	Language Arts OR Language Arts ESOL*	5010040 5010010	60				
Total Minutes			375	Total Minutes			315
Total Instructional Minutes			345	Total Instructional Minutes			285

* = Sheltered

Tier 2: Getting TIME

- “Free” time--does not require additional personnel
  - Staggering instruction
  - Differentiating instruction
  - Cross grade instruction
  - Skill-based instruction
- Standard Protocol Grouping
- Reduced range of “standard” curriculum
- After-School
- Home-Based

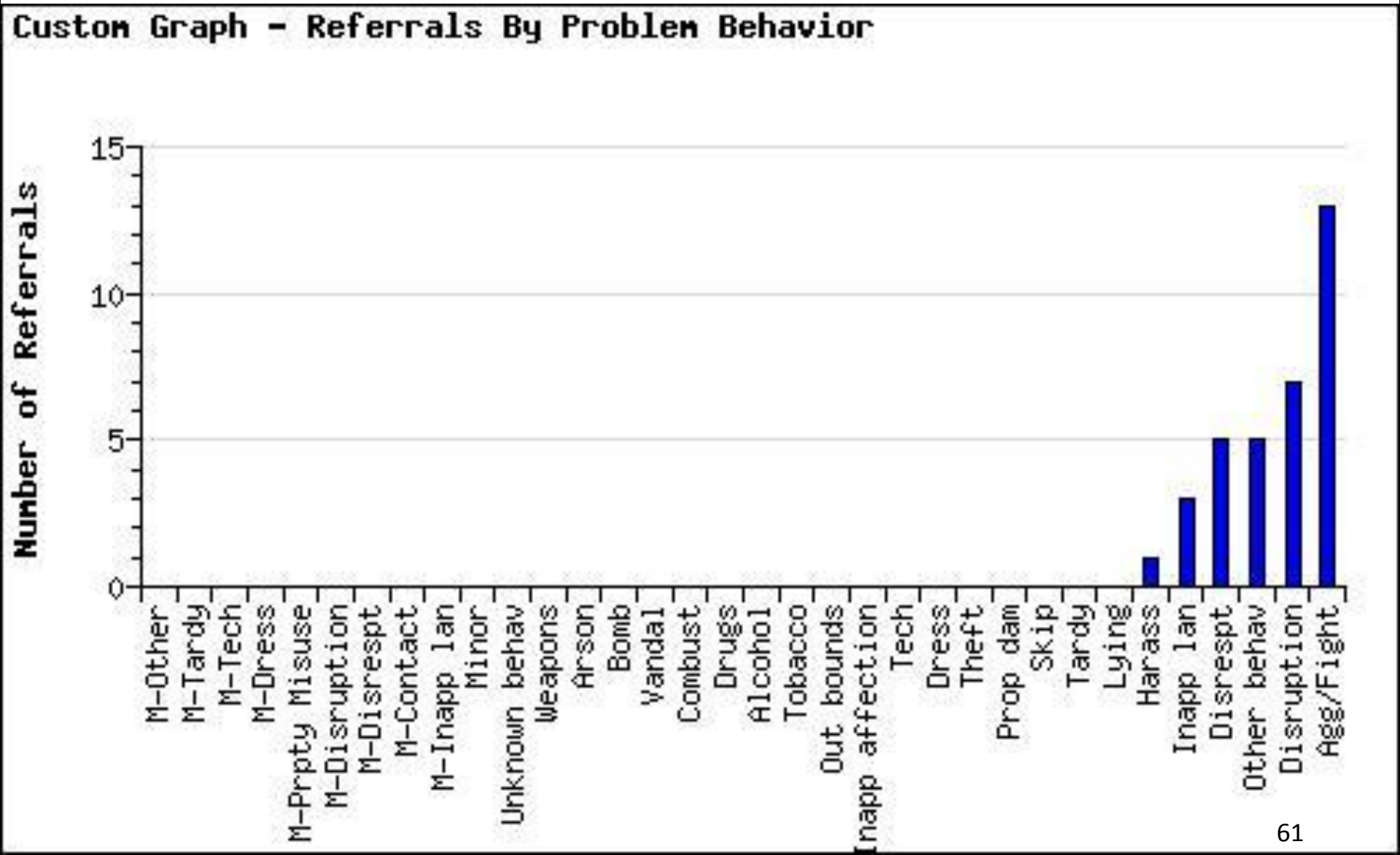
Tier 2: Curriculum

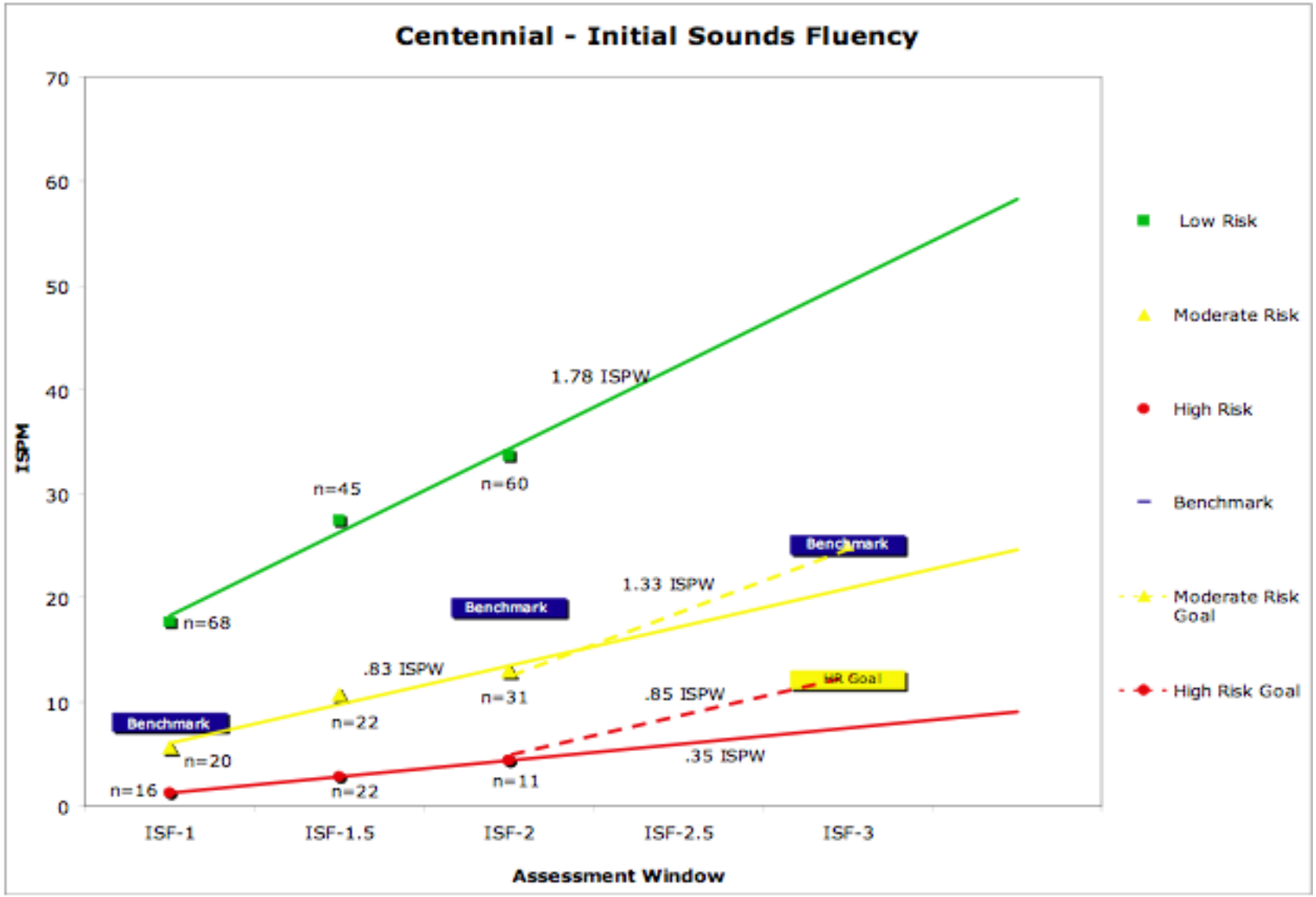
- Standard protocol approach
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction *(the What)* – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson *(the How)* – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S *(the Why)*
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

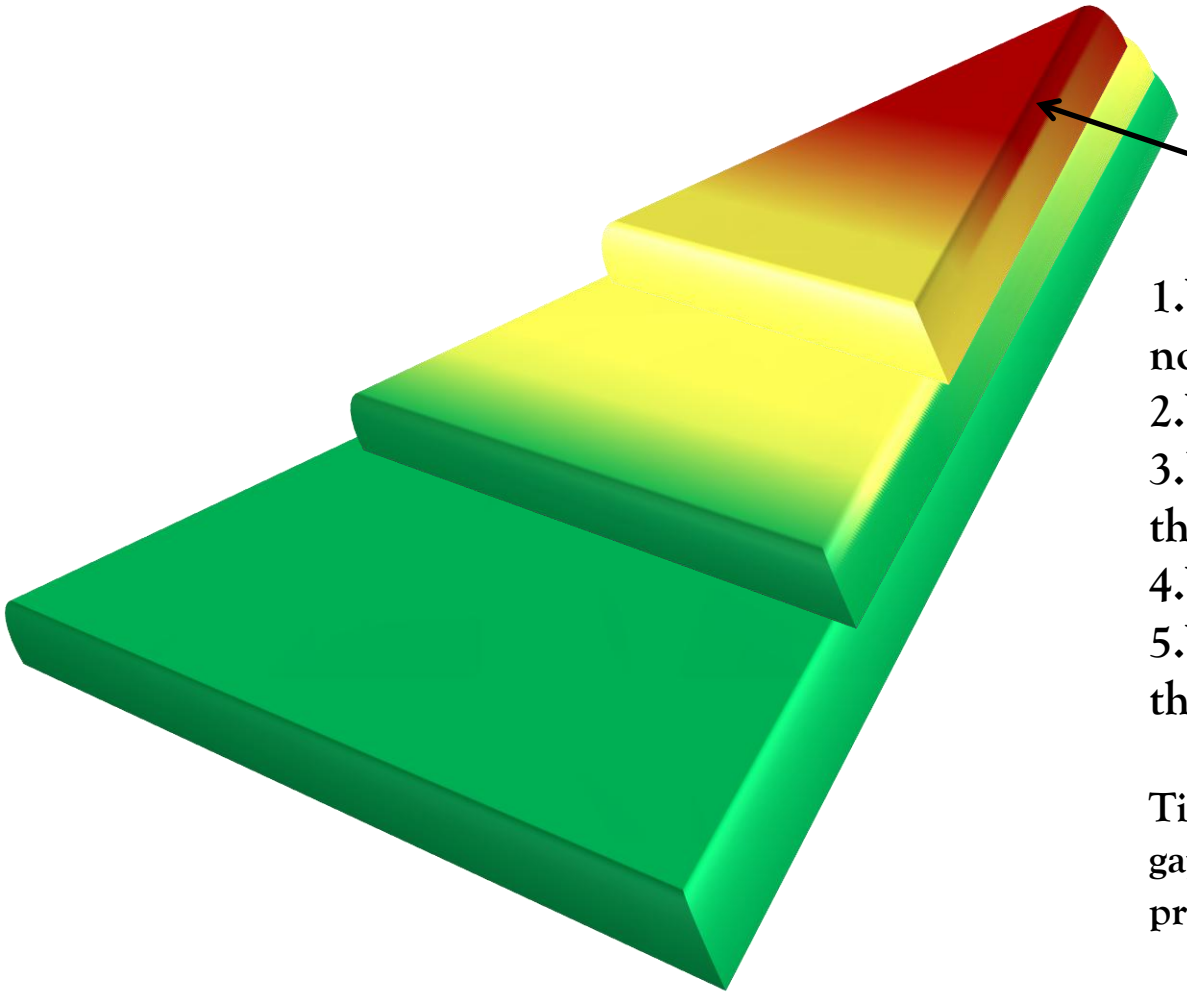
Referrals by Behavior




Centennial - Initial Sounds Fluency
70
60
50
40
30
20
10
0
ISPM
1.78 ISPW
n=45
n=60
n=68
Benchmark
1.33 ISPW
Benchmark
.83 ISPW
n=31
.85 ISPW
HR Goal
Benchmark
n=22
n=20
n=16
n=22
n=11
.35 ISPW
ISF-1
ISF-1.5
ISF-2
ISF-2.5
ISF-3
Assessment Window
Low Risk
Moderate Risk
High Risk
Benchmark
Moderate Risk Goal
High Risk Goal

TIER III:

Intensive, Individualized



Tier III

For Approx 5% of Students

Core

+

Supplemental

+

Intensive Individual Instruction

…to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Tier III

- *Focus of School-based Intervention Team*
  - *Identify individual academic and behavioral issues through data analysis*
  - *Develop intensive individual interventions & supports*
  - *Ensure that these interventions and supports are linked to core instruction*
  - *Assess integrity and intensity of interventions*

Ways that instruction must be made more powerful for students "at-risk" for reading difficulties.

More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

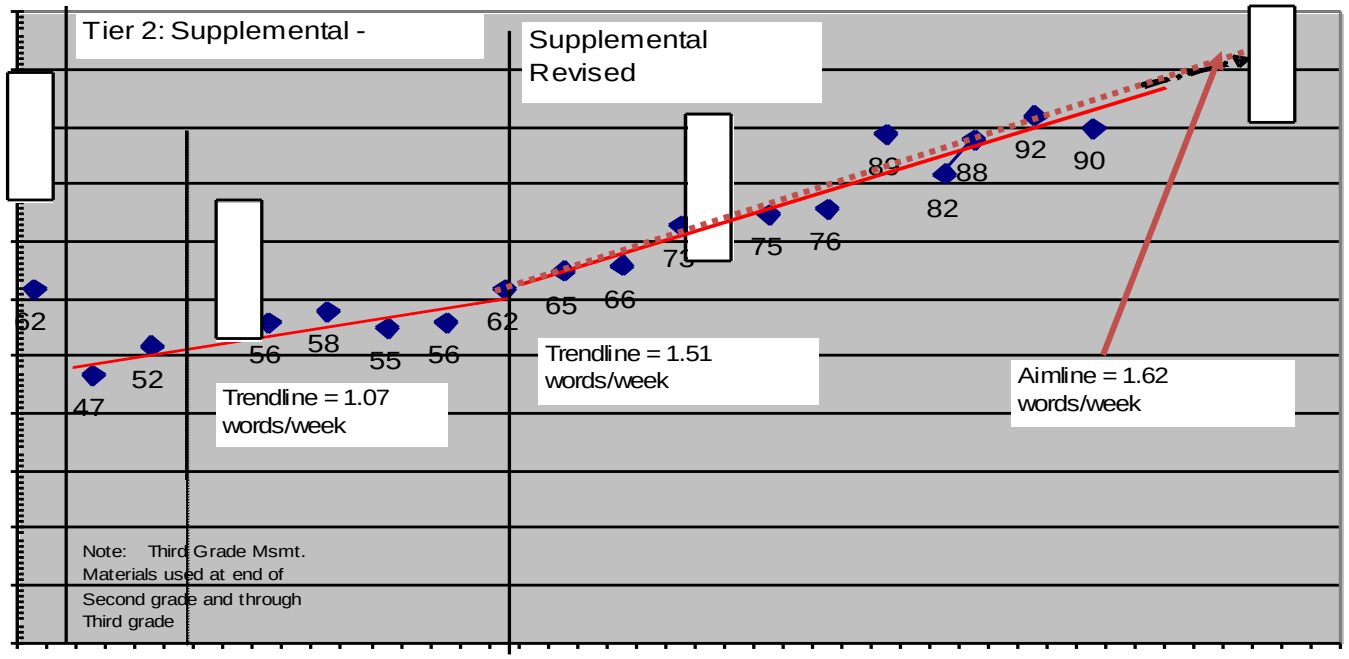
Clearer and more detailed explanations

More systematic instructional sequences

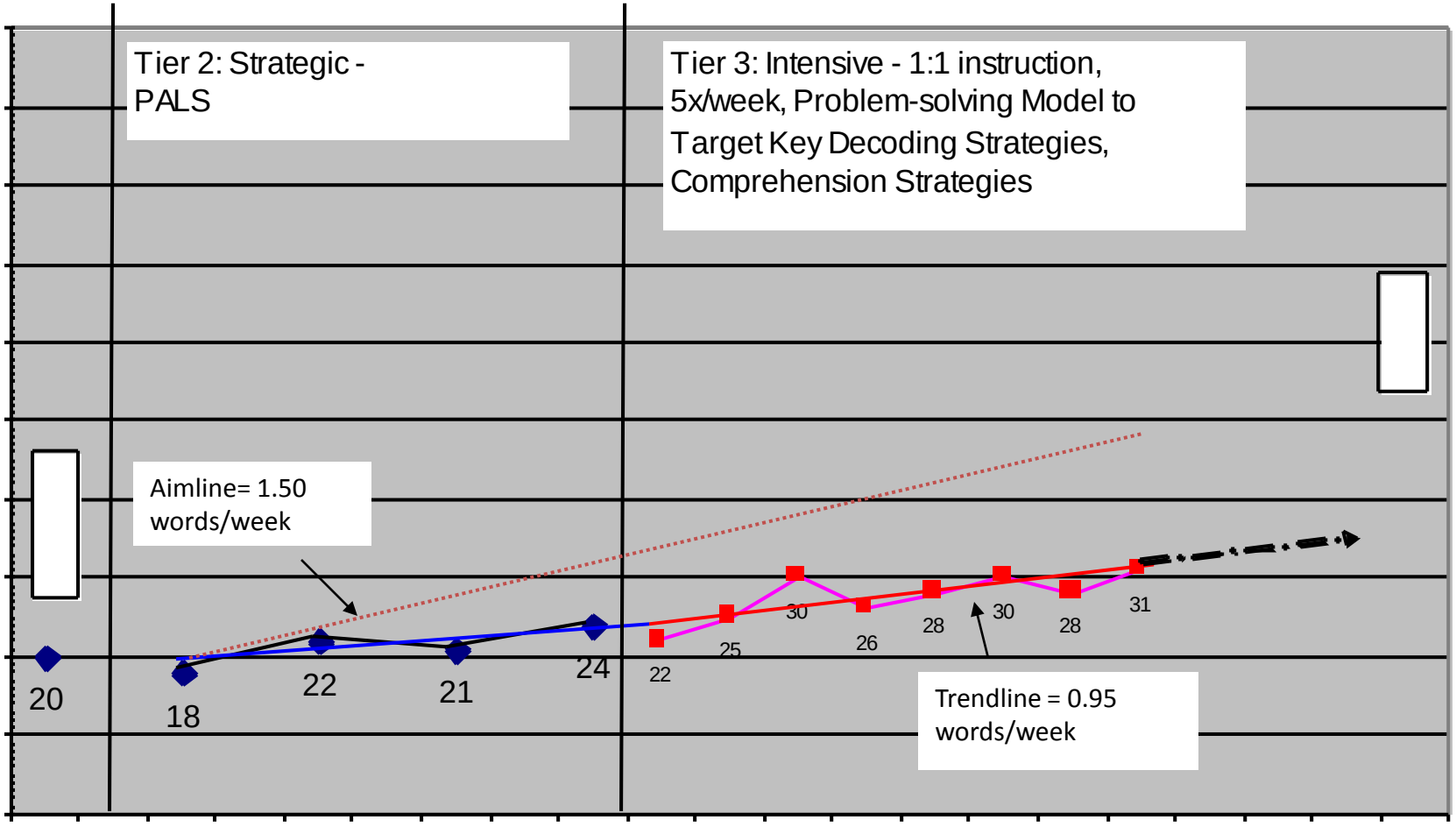
More extensive opportunities for guided practice

More opportunities for error correction and feedback

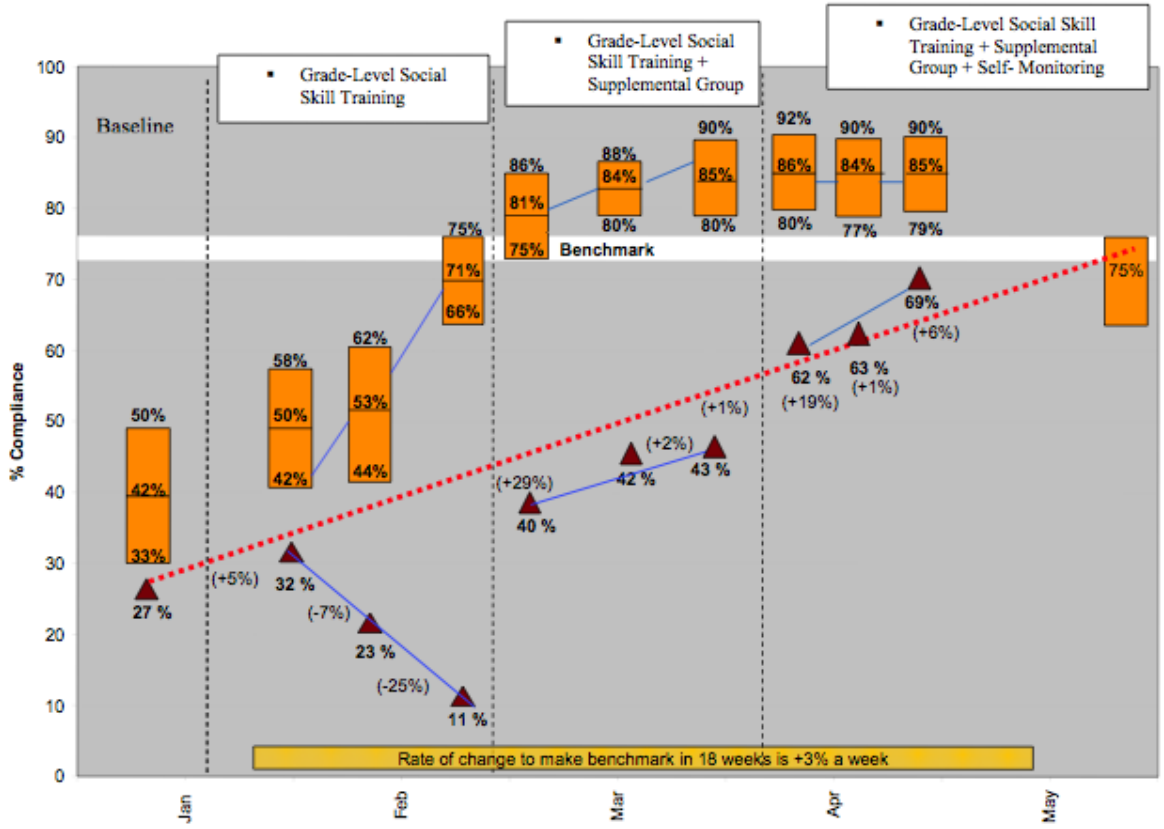
skill


Tier 2: Supplemental -
Supplemental
Revised
52
47
52
56
58
55
56
62
65
66
73
75
76
82
89
88
92
90
Trendline = 1.07
words/week
Trendline = 1.51
words/week
Aimline = 1.62
words/week
Note: Third Grade Msmt.
Materials used at end of
Second grade and through
Third grade

Good RtI


Tier 2: Strategic - PALS
Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies
Aimline= 1.50 words/week
20
18
22
21
24
22
25
30
26
28
30
28
31
Trendline = 0.95 words/week

Tier I (Universal) and Tier II (Supplemental) Interventions



= Peer Group

= Target Student

= Aimline

= Trendline

*Rate of change required each week for target student to reach benchmark is (+3 %)

Validity of Special Education Classification

- Conclusion of the National Research Council's investigation on the accuracy of special education eligibility and outcomes
- Evaluated on the basis of three criteria:
  - the quality of the general education program
  - the value of the special education program in producing important outcomes for students
  - the accuracy and meaningfulness of the assessment process in the identification of a disability

Heller, Holtzman, & Messick, 1982


RTI

Integrating the Tiers

Instructional Integration

- Focus of Tiers 2 and 3 is specialized instructional strategies, time and focus of instruction
- Application of instructional strategies should include application to core instructional materials and content
- Single intervention plan with focus, activities and content contributed by each provider
- Agreement on progress monitoring level and content (Should be Tier 1)

Reflection #3

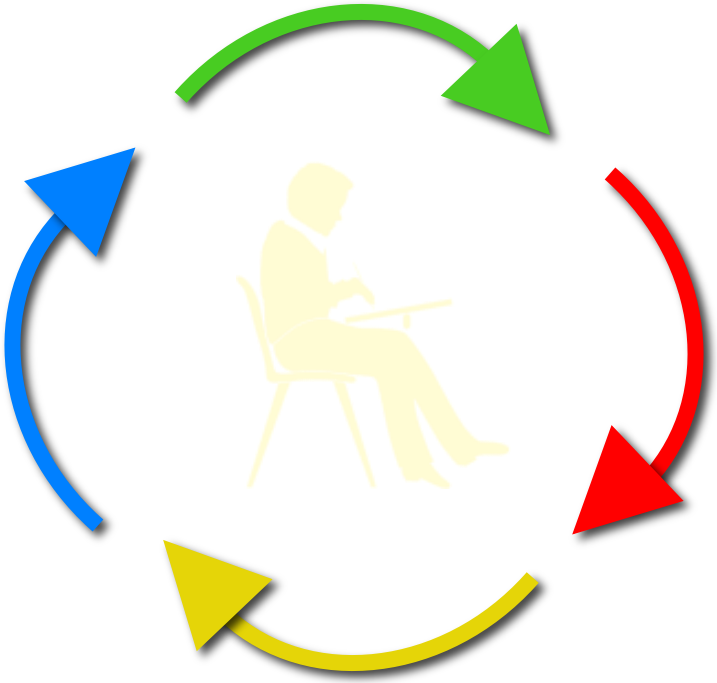
- What resources exist at your school, district, regional or state level to facilitate the implementation of an integrated MTSS model?

- What obstacles exist as barriers to implementation at your level?

Data-Based Problem-Solving Process

Problem Solving Process

Define the Problem
Defining Problem/Directly Measuring Behavior



Problem Analysis
Validating Problem
Ident Variables that Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Evaluate
Response to Intervention (RtI)

Steps in the Problem-Solving Process

1. **Problem Identification**
   - Identify replacement behavior
   - Data- current level of performance
   - Data- benchmark level(s)
   - Data- peer performance
   - Data- GAP analysis
2. **Problem Analysis**
   - Develop hypotheses (brainstorming)
   - Develop predictions/assessment
3. **Intervention Development**
   - Develop interventions in those areas for which data are available and hypotheses verified
   - Proximal/Distal
   - Implementation support
4. **Response to Intervention (RtI)**
   - Frequently collected data
   - Type of Response- good, questionable, poor

Data Review

- Regularly scheduled “data days” at the district and school levels
- Health and Wellness reviews
- 3-4 times/year
- Grade level aggregates to school
- School level aggregates to district
- Principal meets with school-based staff
- District meets with principals
- *“What is inspected is respected”*

Intervention Sufficiency
Intervention Support

- Sufficiency is equated with time

- Intervention support addresses the implementation integrity issues

- How do you document sufficiency?
- How do you facilitate integrity?

Implementation Data

- Data collected to measure the level of implementation of the critical elements
  - SAPSI
  - BOQ
- Implementation data used to inform building-level supports
- Implementation data related to student and staff outcomes
- Implementation data is part of the principal's annual performance evaluation

Professional Development: Core Skill Areas for ALL Staff

- *Data-Based Decision Making Process*
- *Coaching/Consultation*
- Problem-Solving Process
- Data Collection and Management
- Instruction/Intervention Development, Support and Evaluation
- Intervention Fidelity
- Staff Training
- Effective Interpersonal Skills

Aligning the Elements Across Academic and Behavior Areas

Alignment

- Academic
  - District Structure
  - School Structure
  - Multi-tiered System
  - Data-Based Problem Solving
  - Data Review
  - Intervention Sufficiency and Support
  - Implementation Data
  - Professional Development
- Behavior
  - District Structure
  - School Structure
  - Multi-tiered System
  - Data-Based Problem Solving
  - Data Review
  - Intervention Sufficiency and Support
  - Implementation Data
  - Professional Development

Reflection #4

- Briefly look at each of the areas of alignment and indicate the degree to which your school, district or state has “functional” alignment for each of the areas.

  To what degree are each of these areas truly “interchangeable” across the academic and behavior problem-solving domains?????

Data-Based Problem-Solving 4- and 8- Step Processes

Problem-Solving is the Engine That Drives Instruction and Intervention

It is the MOST Critical Skill A Leader Can Possess

Engage in expert problem solving

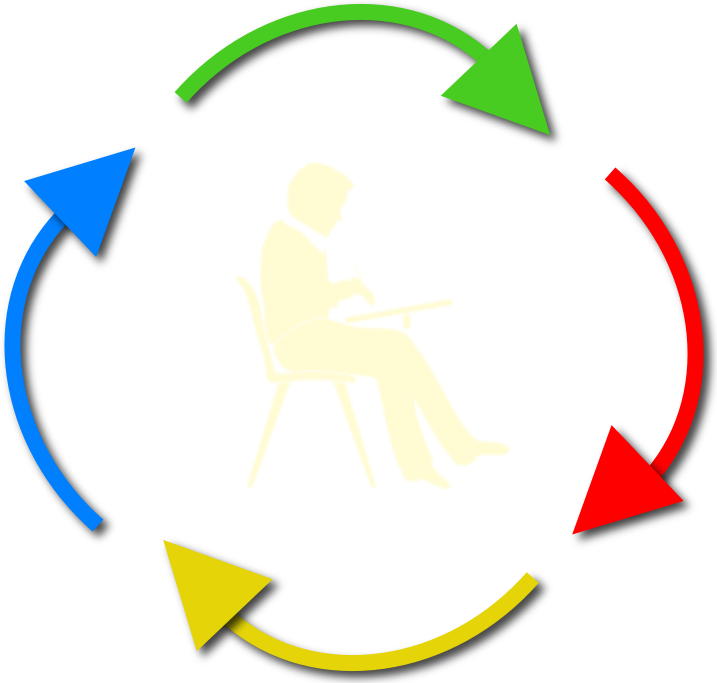
- Identify the correct problem efficiently and effectively
- Engage in good problem analysis with an understanding that there are many causes for school underperformance
- Know that there are several identified strategies for school improvement & apply appropriate strategies based upon school-specific needs
- Evaluate the effectiveness of implemented strategies

Problem-Solving Processes

- 4- Step
  - Student focus, Tiers 1, 2 and/or 3
- 8- Step
  - Solving System-Level Problems

Problem Solving Process

Define the Problem
Defining Problem/Directly Measuring Behavior



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   - Implementation support
4. Response to Intervention (RtI)
   - Frequently collected data
   - Type of Response- good, questionable, poor

REPLACEMENT BEHAVIORS

- State your goal and/or *desired* behaviors
  - Academics
    - State approved grade-level benchmarks
    - Desired engagement behaviors
  - Entire school (e.g., % students at proficiency)
  - Groups of students (e.g., reading fluency)
  - Individual students (e.g., improve compliance).
- Behavior should reflect competencies to improve *adaptation*
- Behavior must be measurable, observable or reportable

REPLACEMENT BEHAVIORS

- 90% of the students in first grade will demonstrate reading fluency at district benchmarks by January 15th of each year.

- School-wide Office Discipline Referrals (ODRs) will be at or below the _____ level monthly.

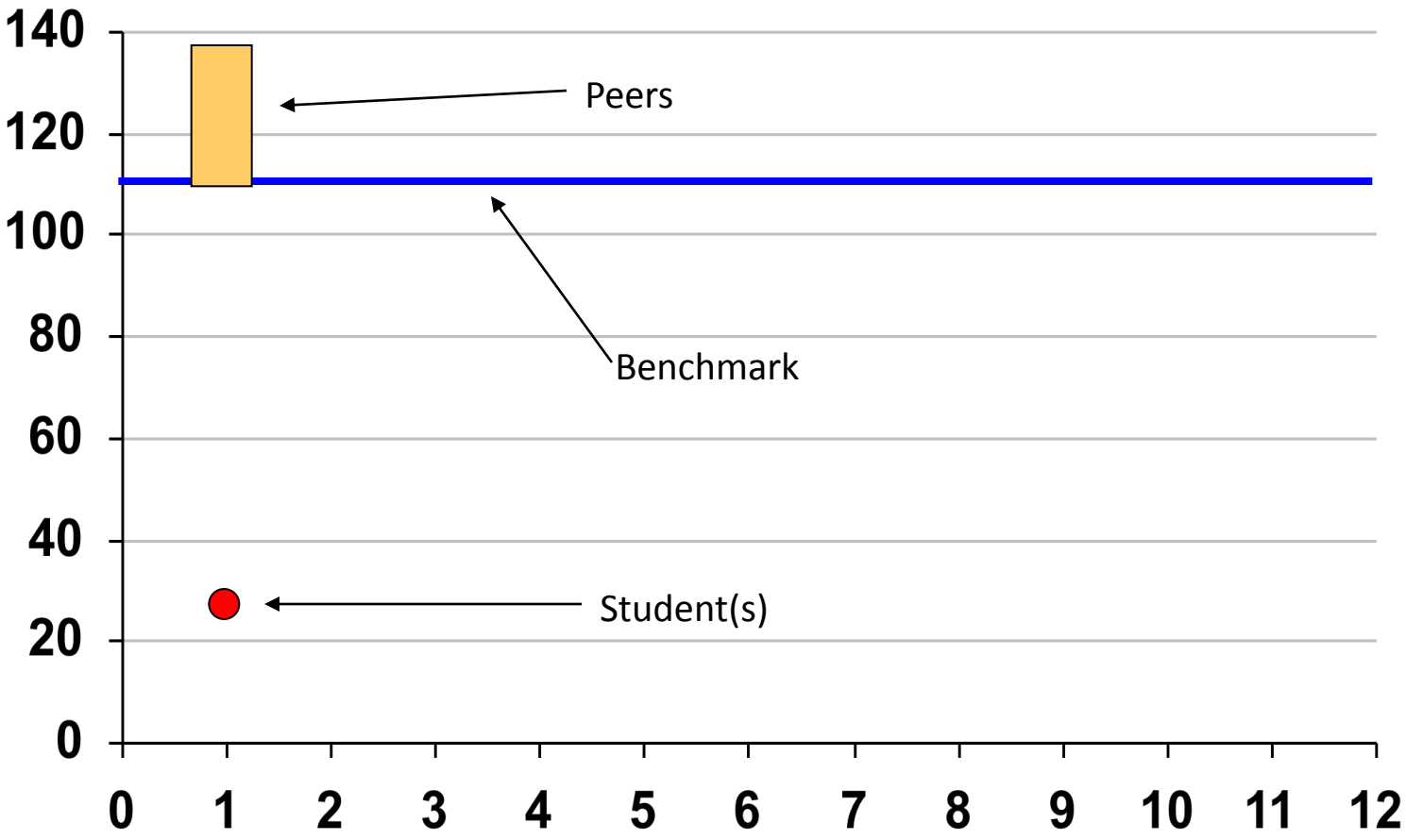
- 75% of ELL students receiving Tier 2 services will achieve district level benchmarks in fluency.

Data Required for Problem Identification

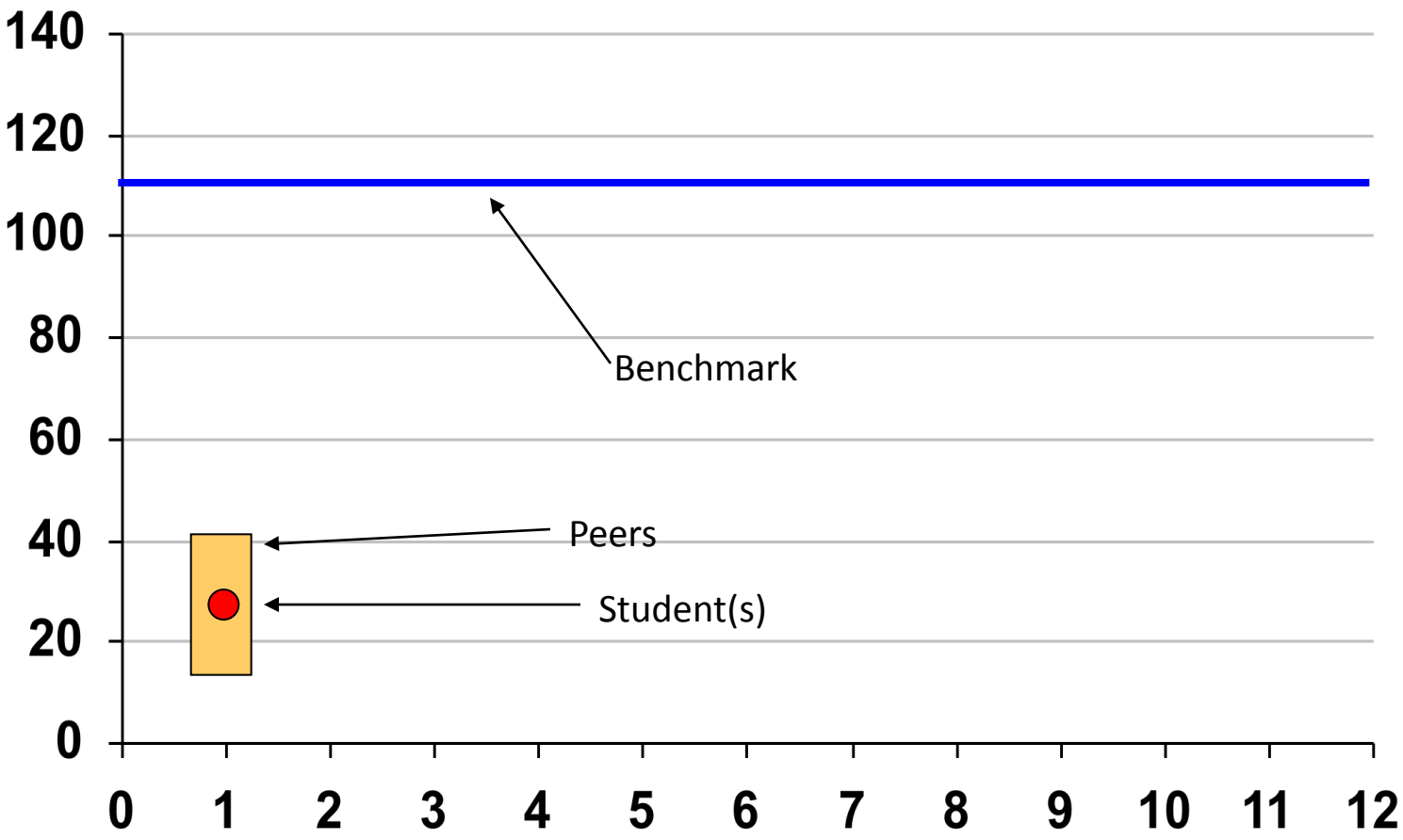
- Replacement Behavior
- Current Level of Functioning
- Benchmark/Desired Level
- Peer Performance
- GAP Analysis

Determining the Focus of the Instruction/Intervention: Multi-Tier Context

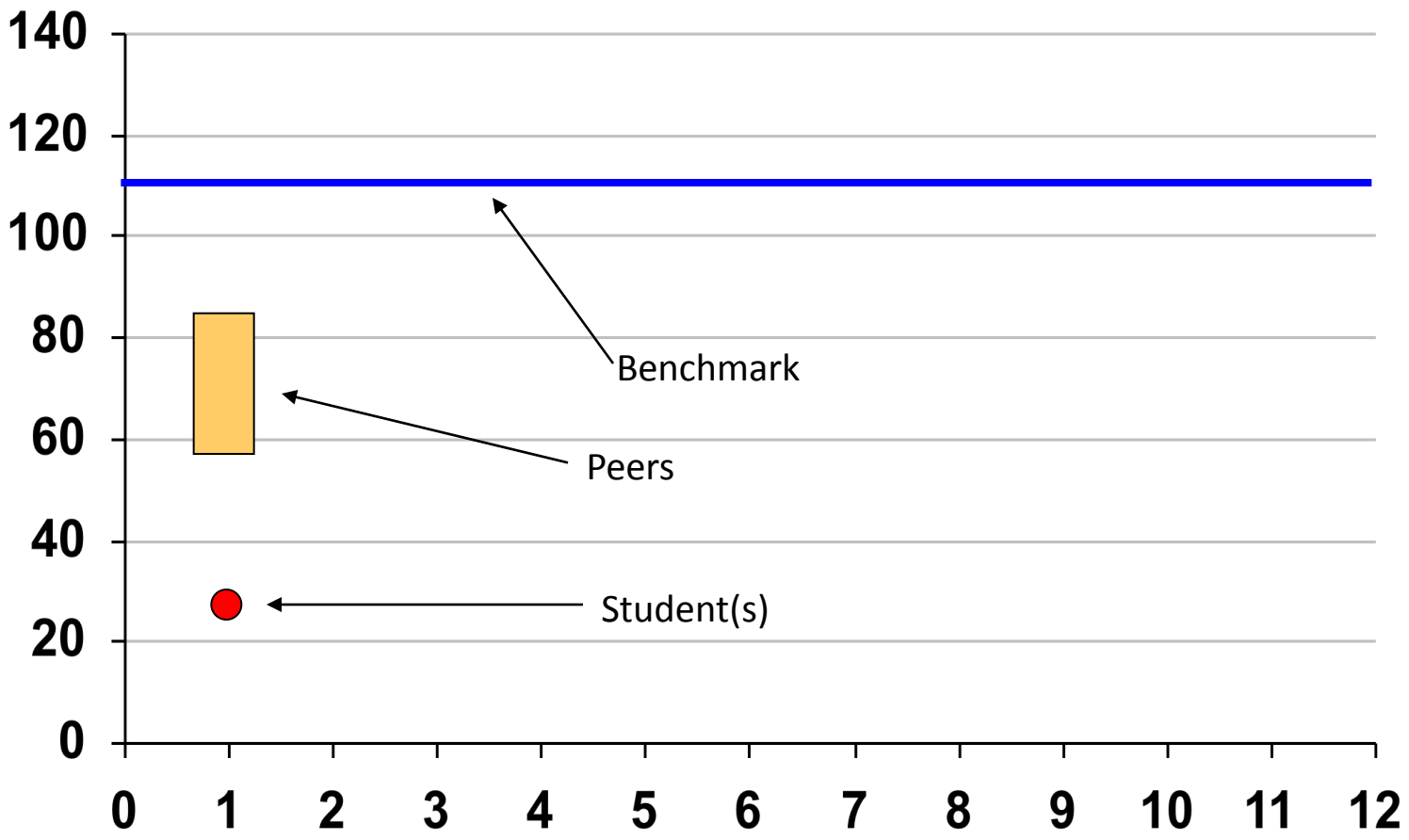
Problem ID Review



Problem ID Review

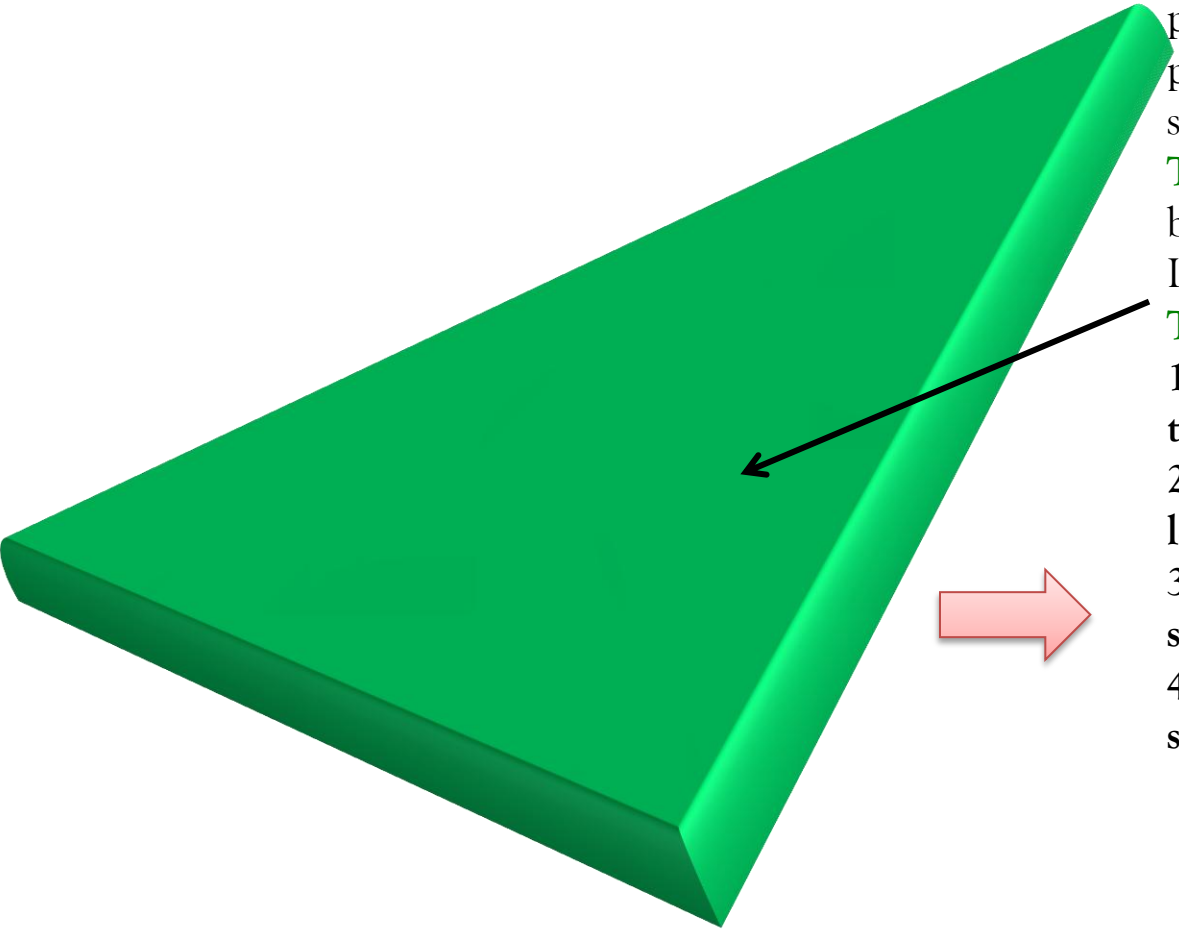


Problem ID Review



TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1.What exactly do we expect all students to learn ?

2.How will we know if and when they've learned it?

3.How you we respond when some students don't learn?

4.How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

Tier 1 Data Analysis-Building Level: Step 1

- Identify the number and names of students who are in core instruction 100% of the time.
- Identify the number and names of students who receive supplemental instruction.
- Identify the number and names of students who receive intensive instruction.
- Calculate the % of students who receive only Tier 1, core instruction.
  - Is this at, above or below 80%?
- Same for Tiers 2 and 3?
  - What does the distribution look like? A triangle, a rectangle?

Tier 1 Data Analysis-Building Level: Step 2

- What % of Tier 1 students made proficiency?
- What % of Tier 2 students made proficiency?
- What % of Tier 3 students made proficiency?
- What was the overall % of students who made proficiency?
- Calculate by disaggregated groups.

Tier 1 Data Analysis-Building Level: Step 4

- Are you happy with:
  - % of students in core who are proficient?
  - Same for each of the other Tiers.
- % of students in the three Tiers?
- Given that the national increase in % of students who move to proficiency is about 7%, how are you doing with the rate over the past years and what does this information mean to you for the next 5 years?
  - In 2014, 95% of students should be proficient

Problem Identification: SUMMARY

- Data drive the PI step, reduce bias
- Data:
  - Current level (Baseline for RtI)
  - Benchmark level (Needed to determine *rate* of progress required)
  - Peer level (Needed to determine Tier 1 or 2 intervention protocol)
  - GAP (Needed to determine scope of work to be done and length of time required to do it)

Problem Analysis

Steps in the Problem-Solving Process: Problem Identification

2. PROBLEM ANALYSIS
    - Develop hypotheses
    - Develop predictions/assessment

Steps in Problem Analysis

- Fact Finding
- Generate ideas about possible causes (hypotheses)
- Sort out which possible causes seem most viable and which don’t (validation)
- Link the things we’ve learned to intervention

Assessment Procedures

that are used:

R : Review

I : Interview

O: Observe

T: Test

Assessment Domains

are not limited to the student:

I: Instruction

C: Curriculum

E: Environment

L: Learner

Content Of Assessment Domains

INSTRUCTION

- instructional decision-making regarding selection and use of materials
- instructional decision-making regarding placement of students in materials
- clarity of instructions
- communication of expectations and criteria for success
- direct instruction with explanations and criteria for success
- sequencing of lessons designs to promote success
- variety of practice activities

Content Of Assessment Domains

CURRICULUM

- long range direction for instruction
- instructional materials
- intent
- arrangement of the content/instruction
- pace of the steps leading to the outcomes
- stated outcomes for the course of study
- general learner criteria as identified in the school improvement plan and state benchmarks

Content of Assessment Domains

ENVIRONMENT

- physical arrangement of the room
- furniture/equipment
- clear classroom expectations
- management plans
- peer interaction
- task pressure

Content Of Assessment Domains

LEARNER

- This addresses student performance.

- The purpose in looking at the learner is to find the discrepancy between setting demands (instructions. curriculum, and the environment) and the student performance.

RIOT by ICEL

DOMAINS	R Review	I Interview	O Observe	T Test
I **Instruction**	Permanent products, e.g., written pieces, tests, worksheets projects	Teachers' thoughts about their use of effective teaching and evaluation practices, e.g., checklists	Effective teaching practices, teacher expectations, antecedent conditions, consequences	Classroom environment scales, checklists and questionnaires; Student opinions about instruction and teacher
C **Curriculum**	Permanent products, e.g., books, worksheets, materials, curriculum guides, scope & sequence	Teacher & relevant personnel regarding philosophy (e.g., generative vs. supplantive), district implementation and expectations	Classroom work, alignment of assignments (curriculum materials) with goals and objectives (curriculum). Alignment of teacher talk with curriculum	Level of assignment and curriculum material difficulty; Opportunity to learn; A student's opinions about what is taught
E **Environment**	School rules and policies.	Ask relevant personnel, students & parents about behavior management plans, class rules, class routines	Student, peers, and instruction; Interactions and causal relationships; Distractions and health/safety violations	Classroom environment scales, checklists and questionnaires; Student opinions about instruction, peers, and teacher
L **Learner**	District records, health records, error analysis, Records for: educational history, onset & duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.	Relevant personnel, parents, peers & students (what do they think they are supposed to do; how do they perceive the problem?	Target behaviors – dimensions and nature of the problem	Student performance; find the discrepancy between setting demands (instruction, curriculum, environment) and student performance

Hypothesis / Prediction Statement

The desired behavior is not occurring because _____.

If _____ would occur, the the desired behavior would occur.

Intervention Development

- Criteria for “Appropriate” and “Effective” Interventions:
  - Evidence-based
    - Type of Problem
    - Population
    - Setting
    - Levels of Support

Intervention Development

- Verified Hypothesis
  - Students who have attendance/tardy issues are performing significantly lower than students who attend regularly and are seldom tardy.
  - Intervention?

Intervention Development

- Verified Hypothesis
  - Students who are completing less than 75% of their work are progressing below benchmark expectations and receive ½ of the teacher feedback as students completing 75% or more of their work.
  - Intervention?

Intervention Format

- **Step 3: Intervention Development**
- **Plan:**
  - **Resources**
  - **Obstacles**
  - **Integration with Tier 1**
- **Who:**
- **Timeline:**
- **Documentation:**

Reflection #5

- How consistently do your problem-solving teams integrate both the academic skill and the behavior engagement hypotheses?

- Or, do they consider them, but separately?

Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support

Intervention Fidelity Strategies

- Tier 1
  - Walkthroughs assessing presence/absence of effective instructional strategies
- Tier 2/3
  - Intervention Support Practices

Intervention Support Meeting Activities

- Review student performance data
- Identify barriers to successful implementation of the instruction/intervention
  - Problem-solve barriers
- Review critical components of the instruction/intervention

Intervention Support

- Pre-meeting
  - Review data
  - Review steps to intervention
  - Determine logistics
- First 2 weeks
  - 2-3 meetings/week
  - Review data
  - Review steps to intervention
  - Revise, if necessary

Intervention Support

- Following weeks
  - Meet at least weekly
  - Review data
  - Review steps
  - Discuss Revisions

- Approaching benchmark
  - Review data
  - Schedule for intervention fading
  - Review data

Intervention Documentation Worksheet

Week of _____ **Teacher:** _____

Student	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	

Legend

T = Time (# of minutes) P = Program F = Focus	**Focus** L = Language PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension MC = Math Computations MA = Math Applications B = Behavior	**Programming** *(Create your own key. For example. W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)* _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____

Intervention Effectiveness

Race/Ethnicity	Number of Students	Number Referred for Intervention	Number Referred for Evaluation	Intervention Effectiveness	Risk of Intervention
White	430	60	15	75%	13.95%
Black	250	48	32	33%	19.20%
Hispanic	210	10	5	50%	4.76%
Multiracial				#DIV/0!	
Asian/Pacific Islander				#DIV/0!	
American Indian/ Alaskan Native				#DIV/0!	
TOTAL	**890**	118	52	56%	13.26%
District/School:					

Reflection #6

- What methods do you use to document instructional/intervention integrity?
- What methods do you use to document sufficiency?
- What methods do you use to evaluate intervention effectiveness across demographics of students?

8-Step Process

1. Set a goal and identify how you will measure that goal.
2. Identify Resources and Obstacles to attaining that goal.
3. Prioritize the Obstacles
4. Identify strategies to Eliminate or Reduce the obstacle
5. Develop Action Plan to implement strategies
6. Develop Follow-Up Plan
7. Evaluate impact of the action plan
8. Evaluate progress on Original Goal

District Action Planning Process

- Collaboration of PSRtI, FLPBS and DA staff
  - 2-4 person district teams
- Protocol for DAPP Process
  - Organizing/preparing for DAPP
  - Step 1: Needs Assessment
  - Step 2: Action Planning – 8-Step Group problem-solving used
  - Step 3: Delivery of Training and TA
  - Step 4: Evaluation

8-Step Problem-Solving Process: Problem ID

- The District will modify its organizational structure to support the implementation of MTSS
- Teaching “lessons” will include both evidence-based instructional strategies AND direct instruction/assessment of student engagement behaviors necessary for the lesson
- School-based problem-solving teams will identify BOTH desired academic goals AND engagement behaviors necessary to achieve the goal at ALL problem-solving meetings

Step 1: Desired Goal and Measurement Method

- School-based problem-solving teams will identify BOTH desired academic goals AND engagement behaviors necessary to achieve the goal at ALL problem-solving meetings

Step 2/3:
Resources and Obstacles

- Resources
  - Data?
- Obstacles
  - Data
- Prioritize the Obstacles

Step 4:
Reduce/Eliminate Obstacle

- What are possible strategies to reduce or eliminate the obstacle?
- What evidence do you have for your strategies?
- Select a strategy or strategies

Step 5/6:
Develop an Action Plan

- What will be done?
- Who will be responsible?
- Timelines?
- Resources?
- Who will follow-up and support?

Step 7:
Evaluate the Plan

- Was the obstacle reduced or eliminated?
- What do the data say?
- What do the stakeholders say?

Step 8:
Evaluate the Impact on the Original Goal

- What do the data say?
- Are teams now integrating A and B into all problem-solving meetings?
- How do we problem-solve variability in the data?

Facilitating Systems Change

Every system is perfectly aligned for the results it gets.

Why have past initiatives failed?

- Failure to achieve CONSENSUS
- School culture is ignored
- Purpose unclear
- Lack of ongoing communication
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning
- Participants lack skills and lack support for the implementation of new skills

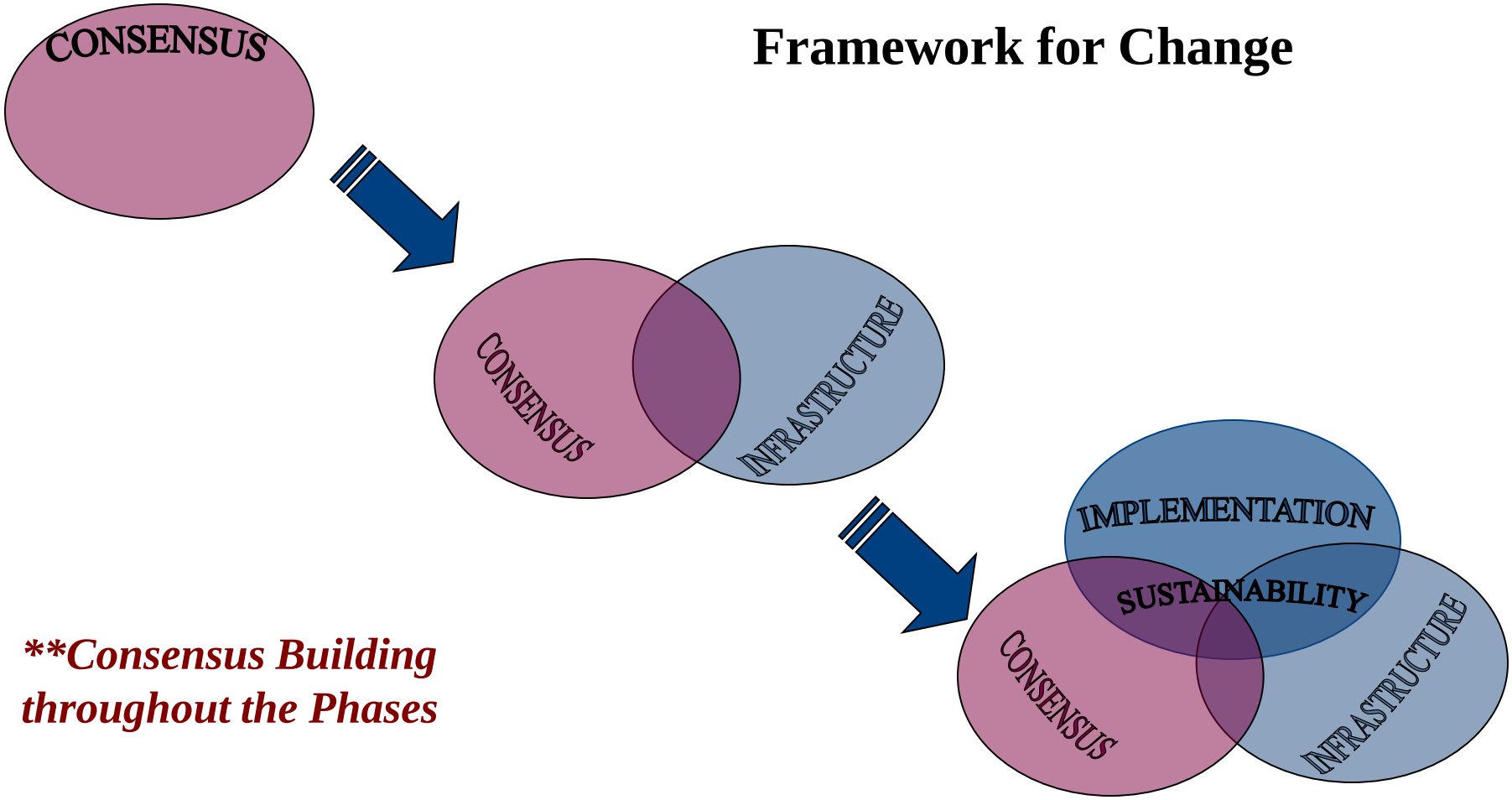
Effective Schools

- 30% or more of students at risk but who were at grade level at the end of the year.
- Characteristics
  - Strong Leadership
  - Positive Belief and Teacher Dedication
  - Data Utilization and Analysis
  - Effective Scheduling
  - Professional Development
  - Scientifically-Based Intervention Programs
  - Parent Involvement

- (Crawford and Torgeson)

Sustainable Scaling-Up

Framework for Change



***Consensus Building throughout the Phases*

Stages of Implementing Problem Solving/RtI

- Consensus
  - Belief is shared
  - Vision is agreed upon
  - Implementation requirements understood
- Infrastructure Development
  - Regulations
  - Training/Technical Assistance
  - Model (e.g., Standard Protocol)
  - Tier I and II intervention systems
    - e.g., K-3 Academic Support Plan
  - Data Systems and Management
  - Technology support
  - Decision-making criteria established
  - Schedules
- Implementation

The Process of Systems Change

- Until, and unless, ***Consensus*** (understanding the need and trusting in the support) is reached no support will exist to establish the ***Infrastructure***. Until, and unless, the ***Infrastructure*** is in place ***Implementation*** will not take place.

- A fatal error is to attempt ***Implementation*** without ***Consensus*** and ***Infrastructure***

- Leadership must come from all levels

Efficient Delivery of Highly Effective Practices

- Statewide District Needs Assessment Results:
  - Integrate Practices to Reduce Duplication, Increase Effective Use of Personnel and Provide Greater Support for Instruction Less is More.
  - Focus Resource Development and District Resources On:
    - Evidence-based Coaching Strategies
    - Leadership Skills to Support MTSSS
    - Family and Community Engagement
    - Aligning K-12 MTSSS-Focus on Secondary
    - Evaluation Models to Demonstrate Outcomes
    - Common Language/Common Understanding Around an Integrated Data-Based Problem-Solving Process
    - Integrating Technology and Universal Design for Learning

Mission and Vision

Multi-Tiered System of Student Supports - Inter-Project Collaborative

The collaborative vision of the Florida Problem-Solving/Response to Intervention (FL PS/RtI) and the Florida Positive Behavior Support/Response to Intervention for Behavior (FLPBS/RtI:B) Projects is to:

- Enhance the *capacity* of all Florida school districts to successfully implement and sustain a *multi-tiered system* of student supports with *fidelity* in every school;
- *Accelerate and maximize student academic and social-emotional outcomes* through the application of *data-based problem solving* utilized by *effective leadership* at all levels of the educational system;
- Inform the *development, implementation, and ongoing evaluation* of an *integrated, aligned*, and *sustainable system of service delivery* that prepares all students for *post-secondary education and/or successful employment within our global society*.

Translating Mission to Motion

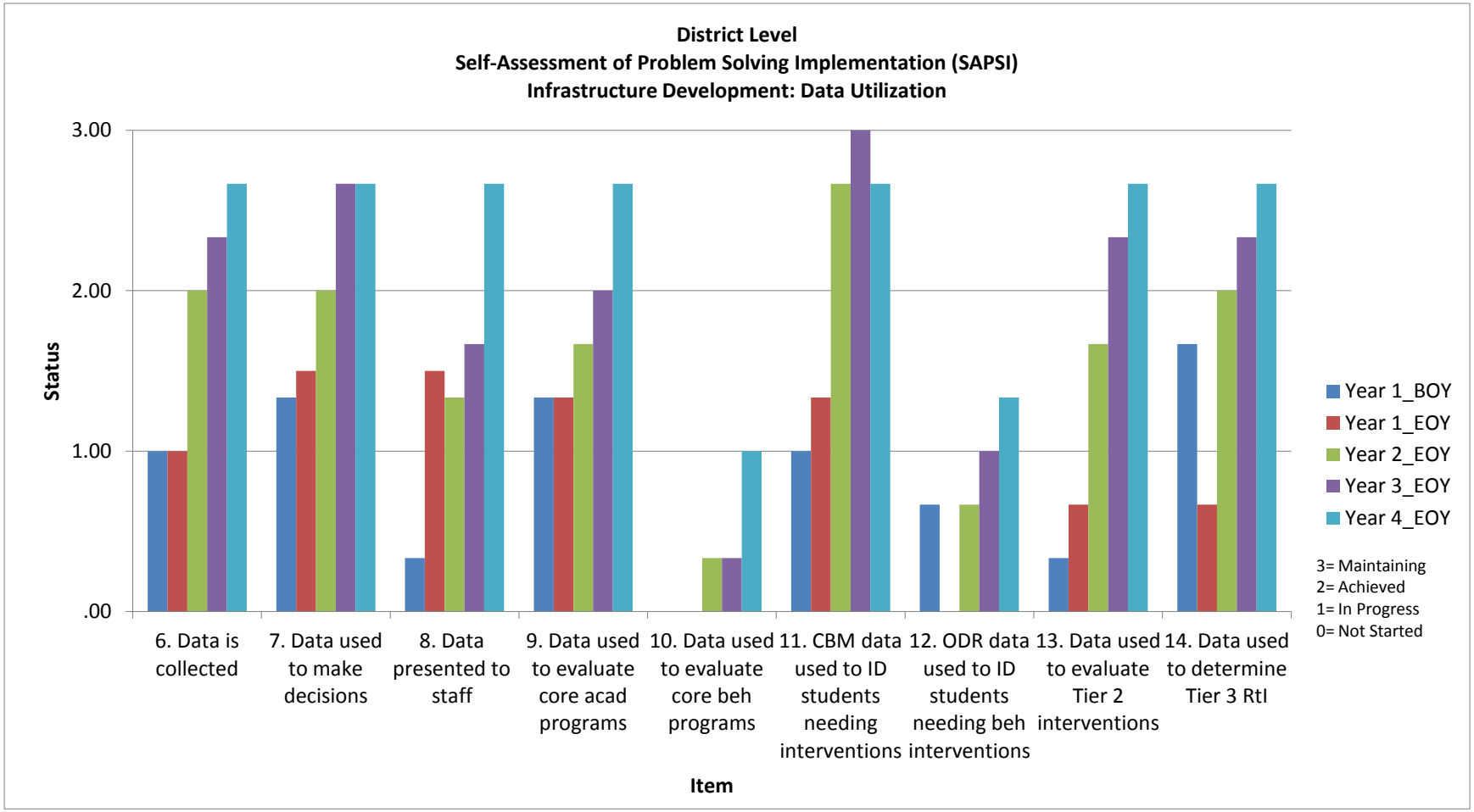
- Created Leadership Team – Leadership Team became STT in function
- Created workgroups to develop vision and resources:
  - Leadership
  - Coaching
  - DBPS
  - Evaluation
  - Secondary
  - Family and Community Engagement
  - Sub Leadership team – protocol and logistics
  - Technology?

What do we know about implementation rates of MTSS?

District Infrastructure

- A District Plan that includes:
  - Consensus, Infrastructure, Implementation
  - Alignment of District Policies
  - On-going Professional Development and Technical Assistance
  - Implementation Monitoring
  - Implementation Fidelity
  - Evaluation Plan

Capacity to Implement MTSS



Consensus

- Achieved when a group of individuals with a common goal agree to support activities necessary to achieve that goal even if that agreement flies in the face of the wishes of individual members of the group.

- Facilitated when leadership is strong.

Problem-Solving Process and Development of Consensus

- ***Problem Identification-***
  - Achieve Consensus with Building/District Personnel
  - Current Level of Performance
  - Desired Performance
  - Gap Analysis
- ***Problem Analysis***-Why Are We Unable to Achieve Consensus?
  - Understand Need, Have Skills (Joyce/Showers)
- ***Develop and Implement a Plan***
- ***Evaluate the Plan***

Critical Elements of Consensus Building

- **Shared Beliefs**
  - What do we believe about students and how they are best served?
  - Are the beliefs aligned-or not—with the RtI model?
  - Are beliefs a resource, an obstacle or BOTH?
- **Understanding of Current Practices and Skills**
  - What are we currently doing and does this align with our beliefs?
  - Do the practices of this model align with beliefs
  - Are we currently doing things that result in good outcomes for students?
  - Do we have the skills to do this or will get be able to get them AND the support (PD)?
- **Common Understanding of Need**
  - Are we happy with our student outcome data?

(Joyce and Showers)

Consensus Building: Beliefs

- Student performance is influenced most by the quality of the interventions we deliver and how well we deliver them- not preconceived notions about child characteristics
- Decisions are best made with data
- Our expectations for student performance should be dependent on a student's response to intervention, not on the basis of a "score" that "predicts" what they are "capable" of doing.
- Students who are at-risk (ELL, SWD, F/RL, Behavior, Cultural Diversity) can achieve proficiency

Evaluating Consensus Development

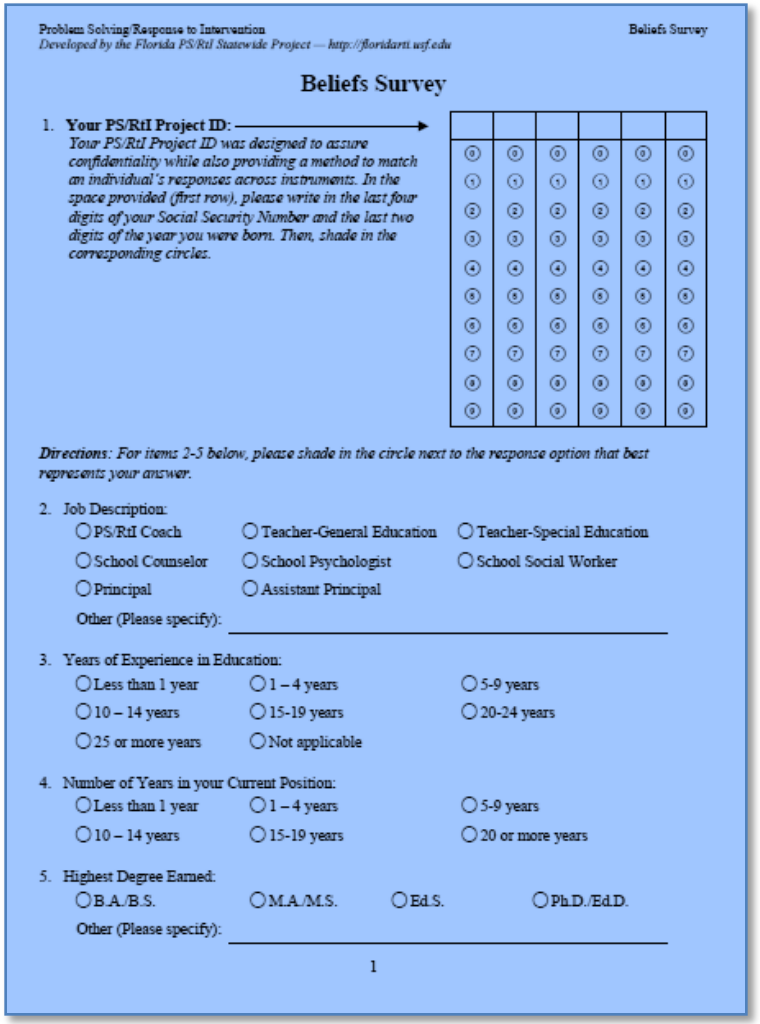
Measuring Consensus

- Florida PS/RtI Project Tools
  - Beliefs Survey
  - Perception of Practices Survey
  - Perception of Skills
  - Self Assessment of Problem-Solving Implementation (SAPSI): Consensus Section

  - **Florida PS/RtI Technical Manual**

Beliefs Survey

- Assess educator beliefs related to PS/RtI
- 27 items, Likert Scale format
  - Strongly Agree to Strongly Disagree
- 3 Factors:
  - SWD Achieve Benchmarks
  - Data-Based Decision Making
  - Core & Supplemental Instruction



Problem Solving/Response to Intervention — Beliefs Survey
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

Beliefs Survey

1. **Your PS/RtI Project ID:** →
Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

Directions: For items 2-5 below, please shade in the circle next to the response option that best represents your answer.

2. Job Description:
○ PS/RtI Coach ○ Teacher-General Education ○ Teacher-Special Education
○ School Counselor ○ School Psychologist ○ School Social Worker
○ Principal ○ Assistant Principal
Other (Please specify): _____

3. Years of Experience in Education:
○ Less than 1 year ○ 1 – 4 years ○ 5-9 years
○ 10 – 14 years ○ 15-19 years ○ 20-24 years
○ 25 or more years ○ Not applicable

4. Number of Years in your Current Position:
○ Less than 1 year ○ 1 – 4 years ○ 5-9 years
○ 10 – 14 years ○ 15-19 years ○ 20 or more years

5. Highest Degree Earned:
○ B.A./B.S. ○ M.A./M.S. ○ Ed.S. ○ Ph.D./Ed.D.
Other (Please specify): _____

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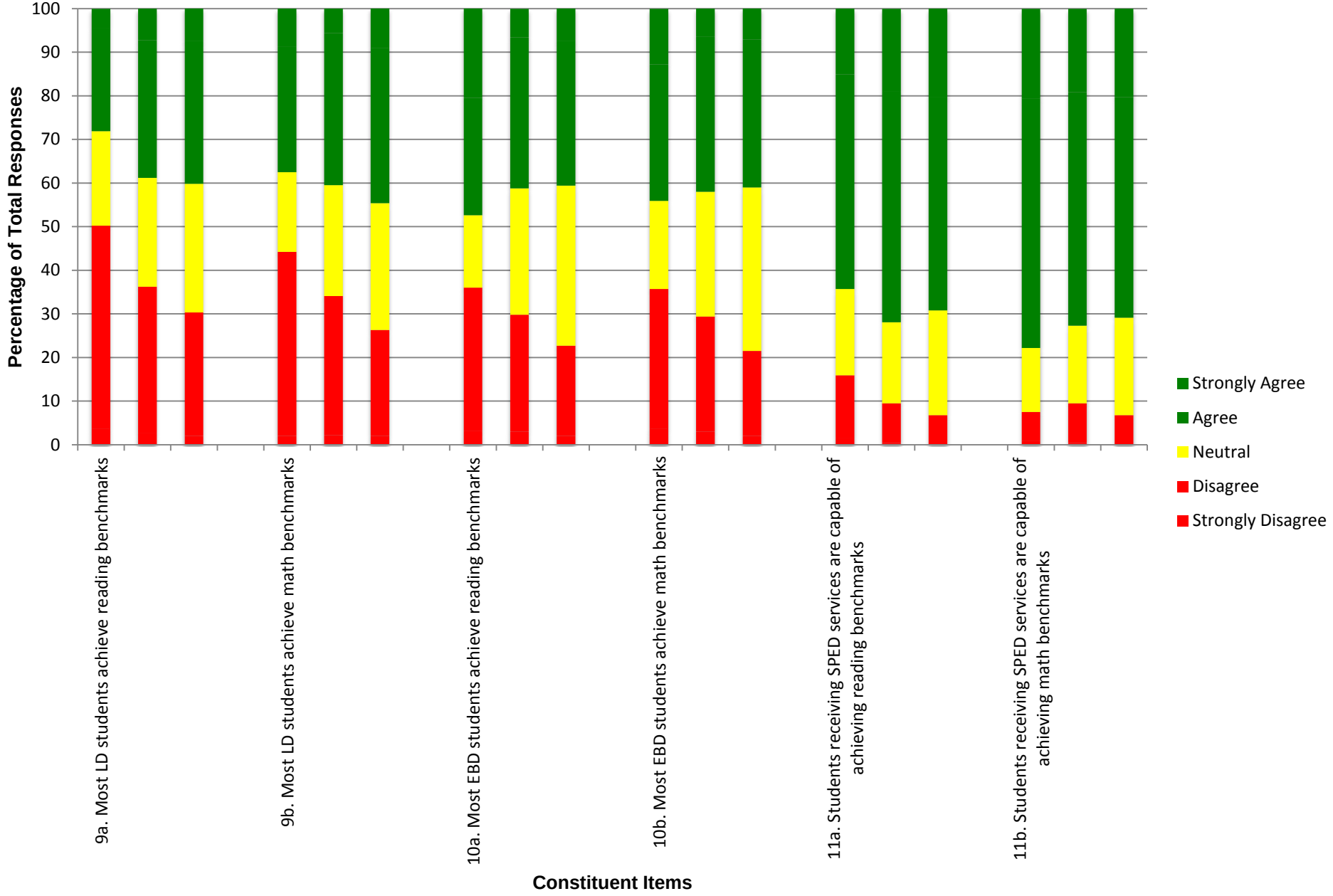
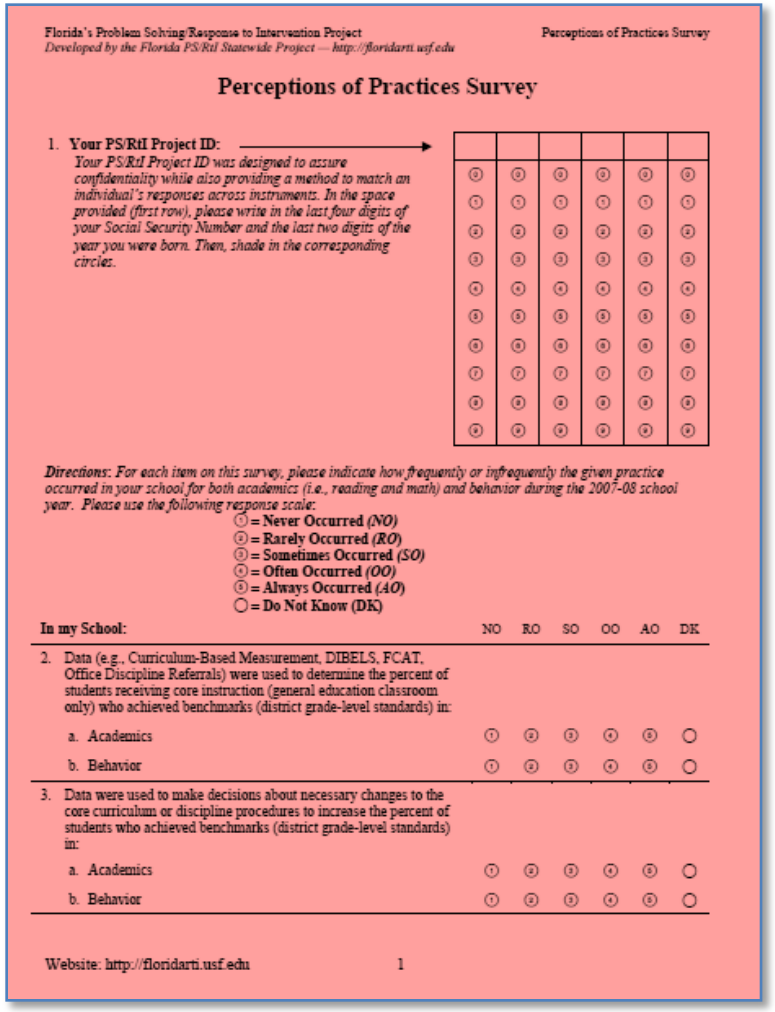
All Project Beliefs Survey Item Response Data
Factor One (Student Academic Ability)



Perception of Practices Survey



Florida's Problem Solving/Response to Intervention Project — Perceptions of Practices Survey
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** *Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.*

***Directions**: For each item on this survey, please indicate how frequently or infrequently the given practice occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:*

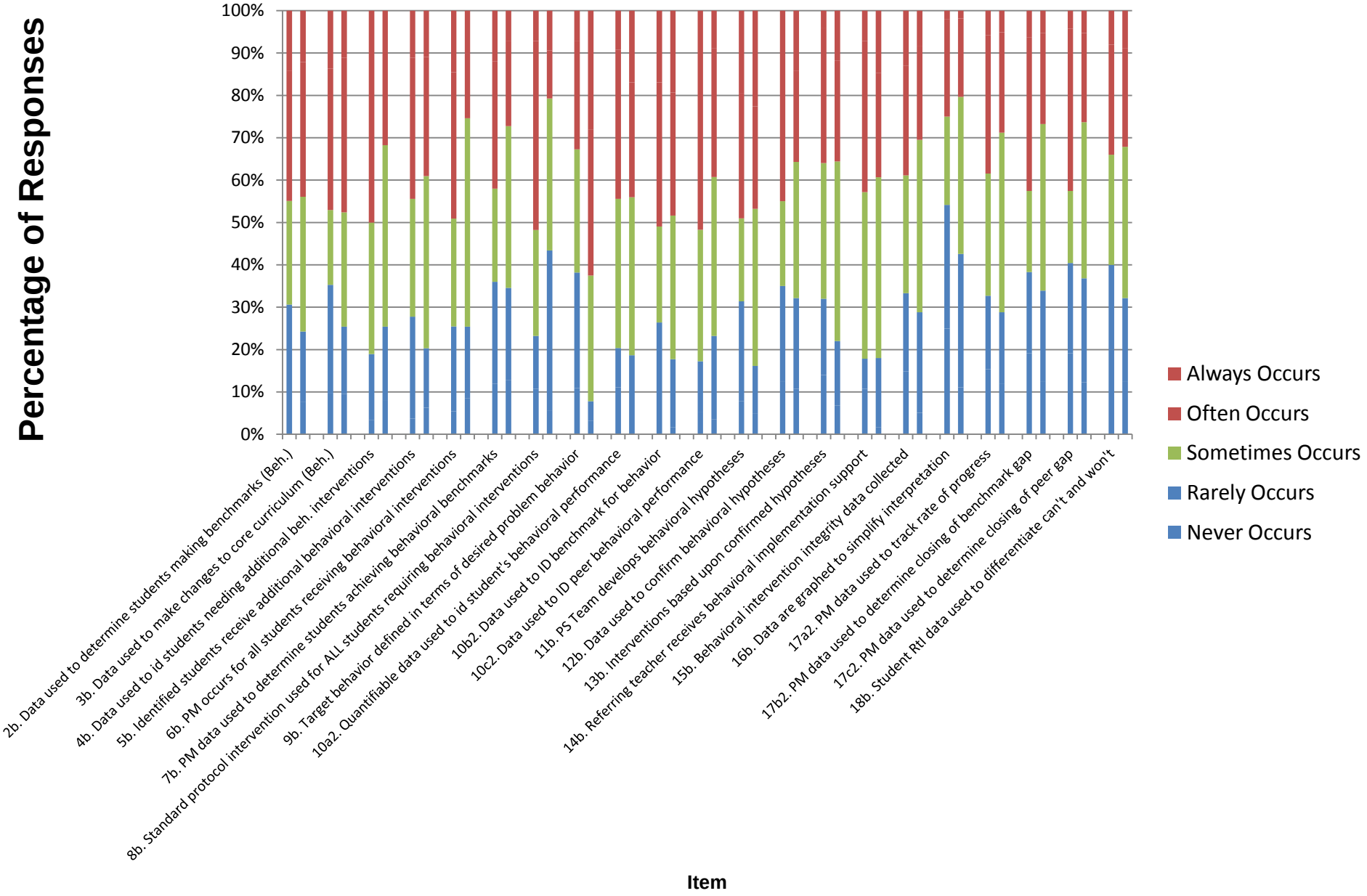
① = **Never Occurred** *(NO)*
② = **Rarely Occurred** *(RO)*
③ = **Sometimes Occurred** *(SO)*
④ = **Often Occurred** *(OO)*
⑤ = **Always Occurred** *(AO)*
○ = **Do Not Know (DK)**

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) were used to determine the percent of students receiving core instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
3. Data were used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

Website: http://floridarti.usf.edu 1

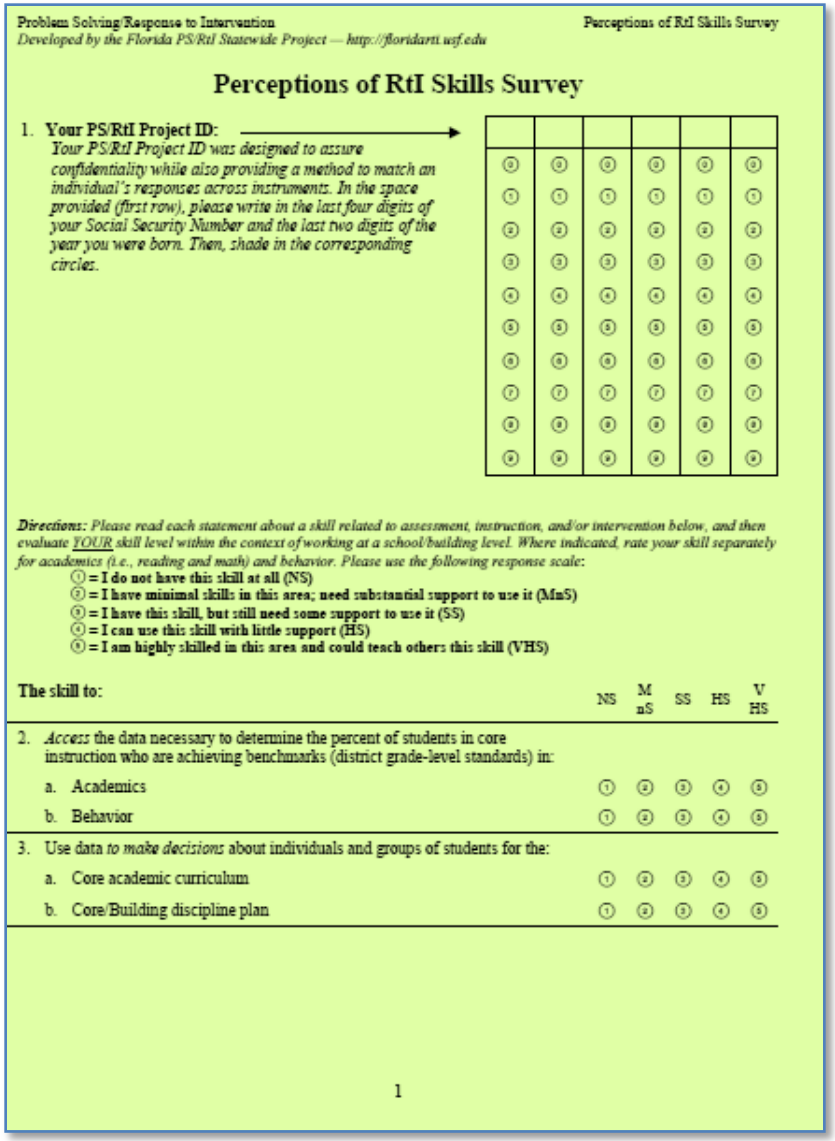
- Assess educator perception of practices related to PS/RtI
- 18 items, Likert Scale format
  - Never Occurred to Always Occurred (with Don't Know option)
- 2 Factors:
  - Academic Practices
  - Behavior Practices

Sunshine County SBLT
Perceptions of Practices Survey: Item Response Data
Factor Two (Behavioral Practices)



Perception of RtI Skills Survey

- Assesses educator perception of skills related to PS/RtI
- 21 items, Likert Scale format
  - Range from Not Having Skill to Very Highly Skilled
- 3 Factors



Problem Solving/Response to Intervention
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

Perceptions of RtI Skills Survey

Perceptions of RtI Skills Survey

1. **Your PS/RtI Project ID:** *Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.*

Directions: *Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate YOUR skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale:*

① = **I do not have this skill at all (NS)**
② = **I have minimal skills in this area; need substantial support to use it (MnS)**
③ = **I have this skill, but still need some support to use it (SS)**
④ = **I can use this skill with little support (HS)**
⑤ = **I am highly skilled in this area and could teach others this skill (VHS)**

The skill to:	NS	MnS	SS	HS	VHS
2. *Access* the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
3. Use data *to make decisions* about individuals and groups of students for the:					
a. Core academic curriculum	①	②	③	④	⑤
b. Core/Building discipline plan	①	②	③	④	⑤

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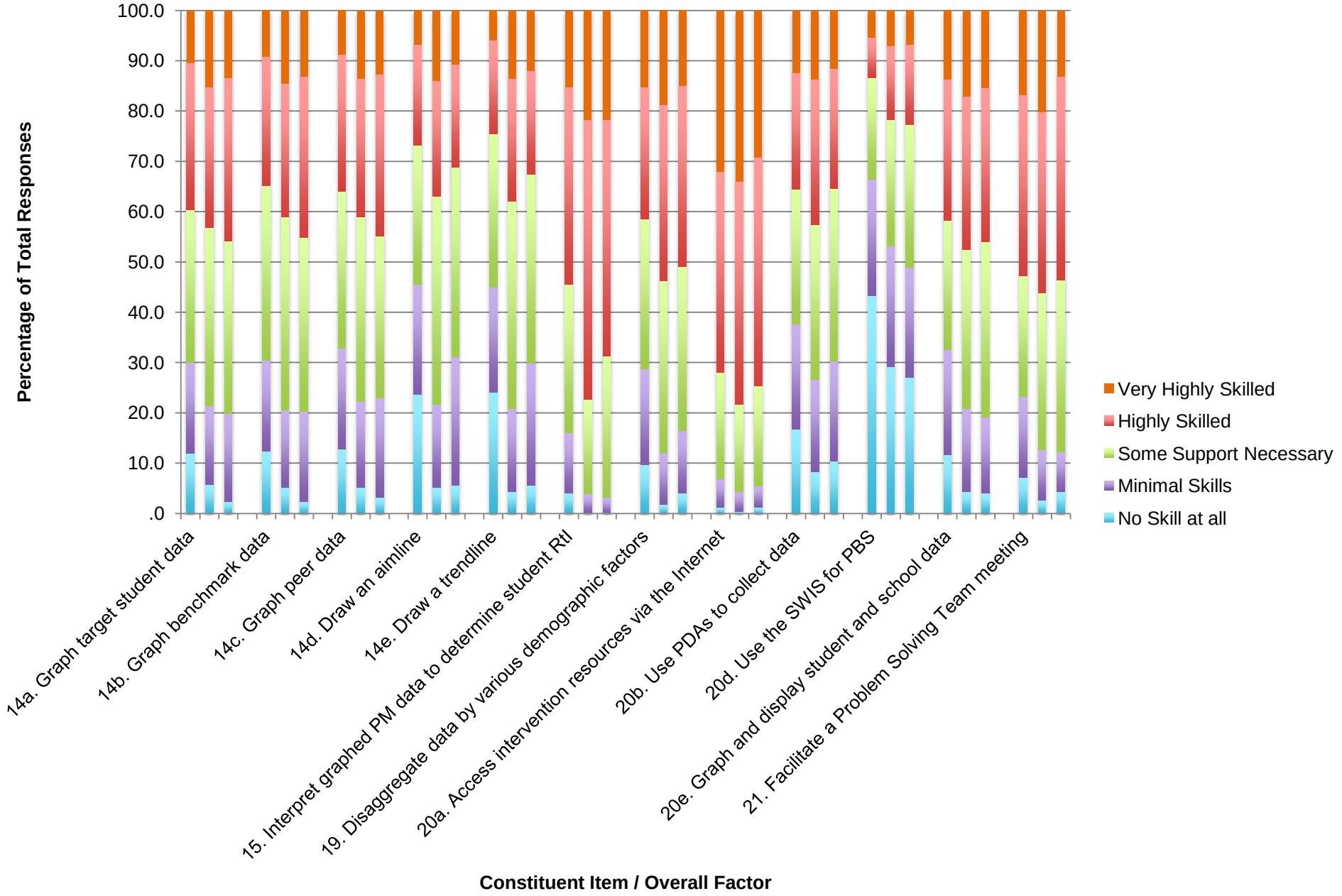
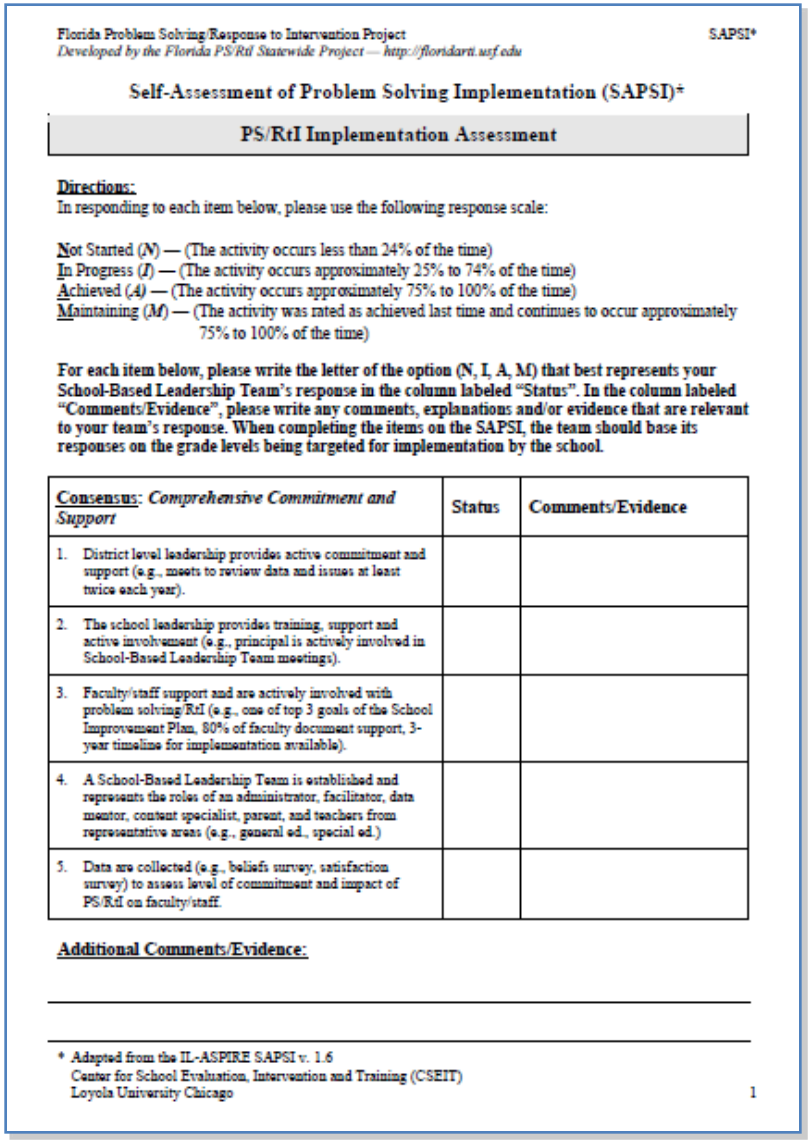
SBLT Perceptions of RtI Skills Survey Item Response Data
Factor Three (Data manipulation skills)



SAPSI: Consensus Section

- Needs assessment & progress monitoring tool evaluating Consensus, Infrastructure, & Implementation of PS/RtI
- 5 Consensus Items, ranging from Not Started to Maintaining



Florida Problem Solving/Response to Intervention Project SAPSI*
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:
In responding to each item below, please use the following response scale:

Not Started (*N*) — (The activity occurs less than 24% of the time)
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team's response in the column labeled "Status". In the column labeled "Comments/Evidence", please write any comments, explanations and/or evidence that are relevant to your team's response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

Consensus: *Comprehensive Commitment and Support*	**Status**	**Comments/Evidence**
1. District level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago

Strategies to Facilitate Consensus

- Ensure that a “structure” exists to facilitate consensus development
  - Professional Learning Communities (PLCs)
- Presentation and discussion of disaggregated student data for the school
- Opportunities to discuss beliefs and practices

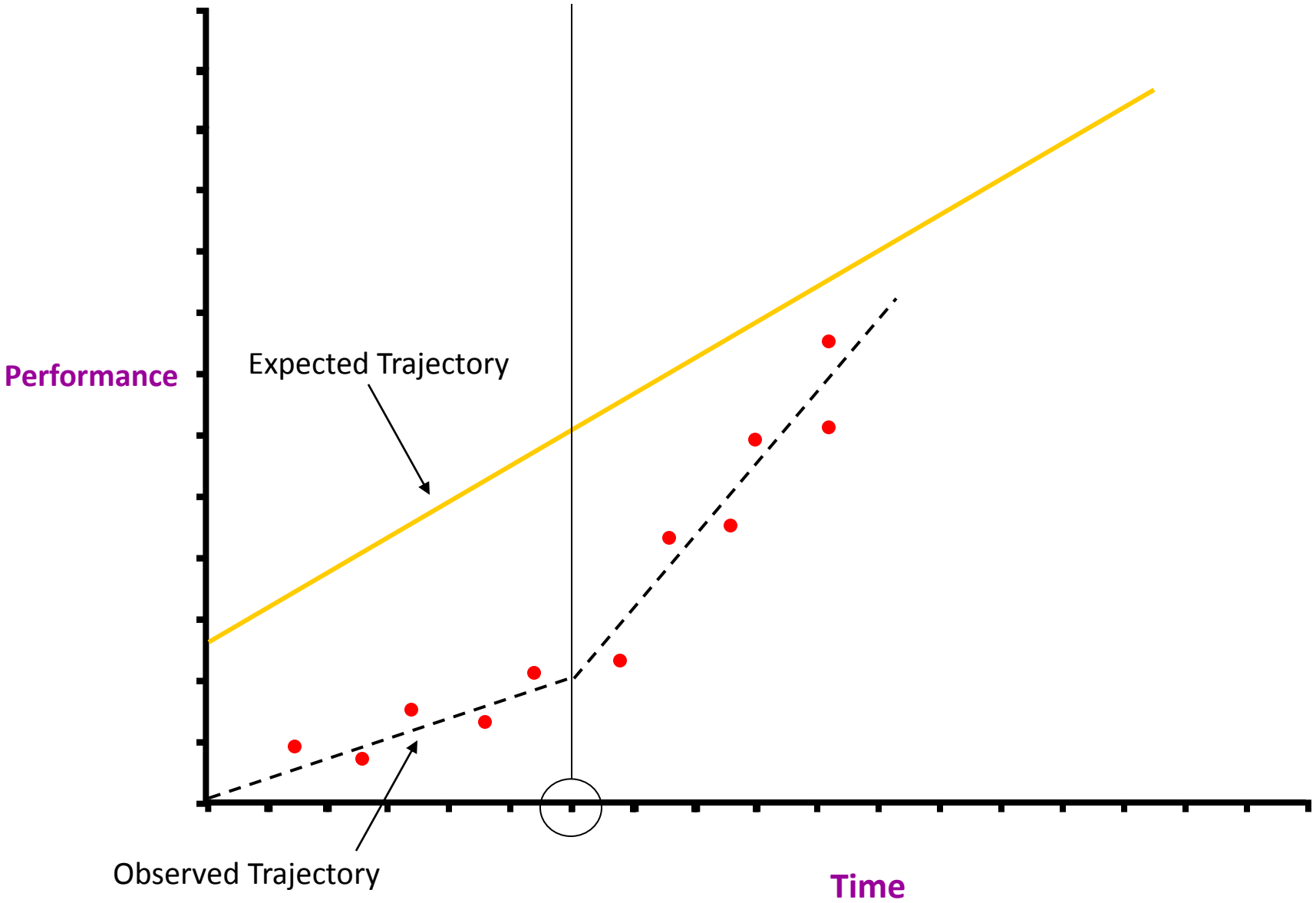
Developing Infrastructure: Decision Rules

- Decision rules regarding students' RtI must be established
- Criteria for positive and negative response to intervention must be established and must be consistent across schools in a district
- What constitutes Positive, Questionable, and Poor RtI

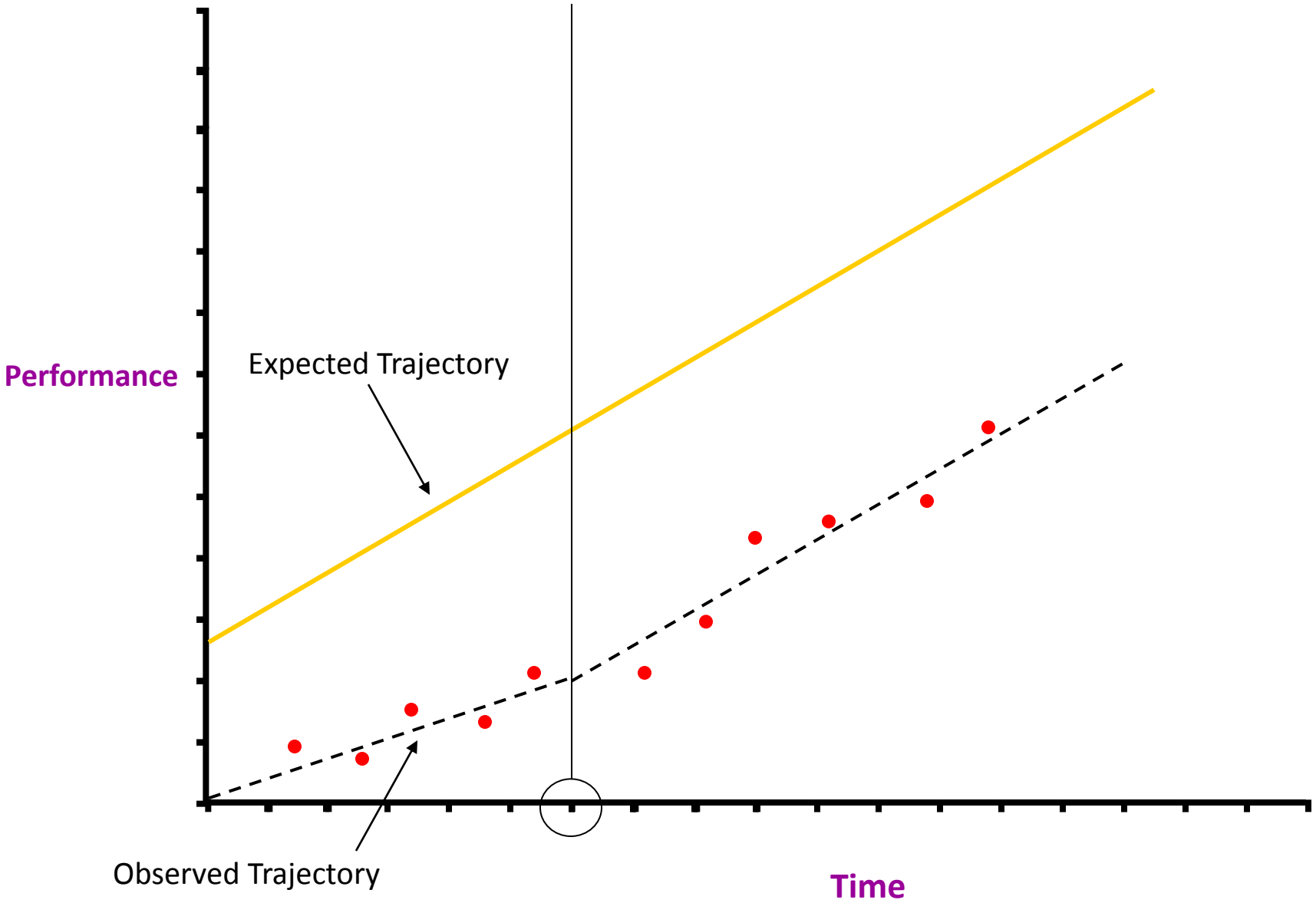
Decision Rules: What is a "Good" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
  - Level of "risk" lowers over time
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate

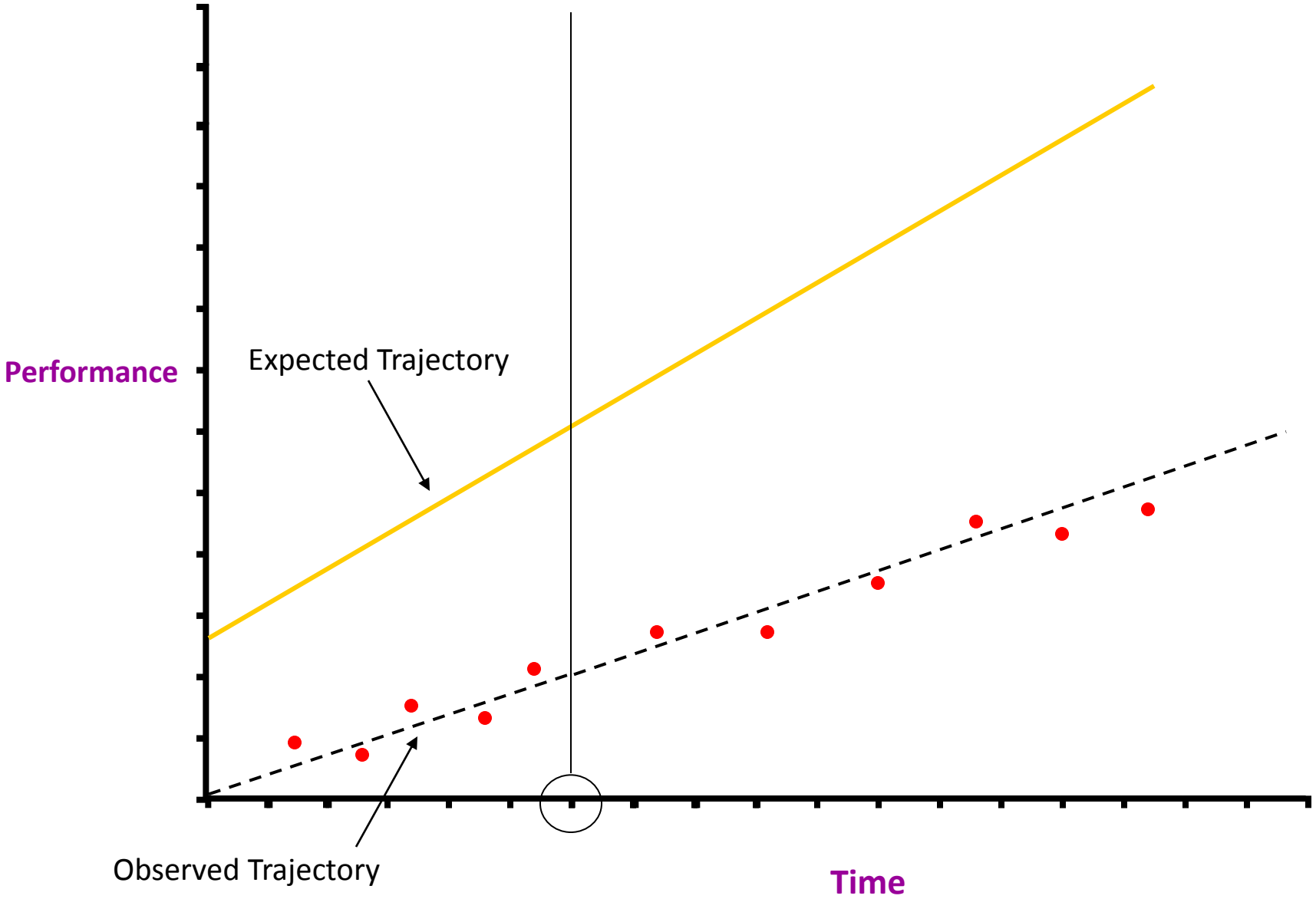
Positive Response to Intervention



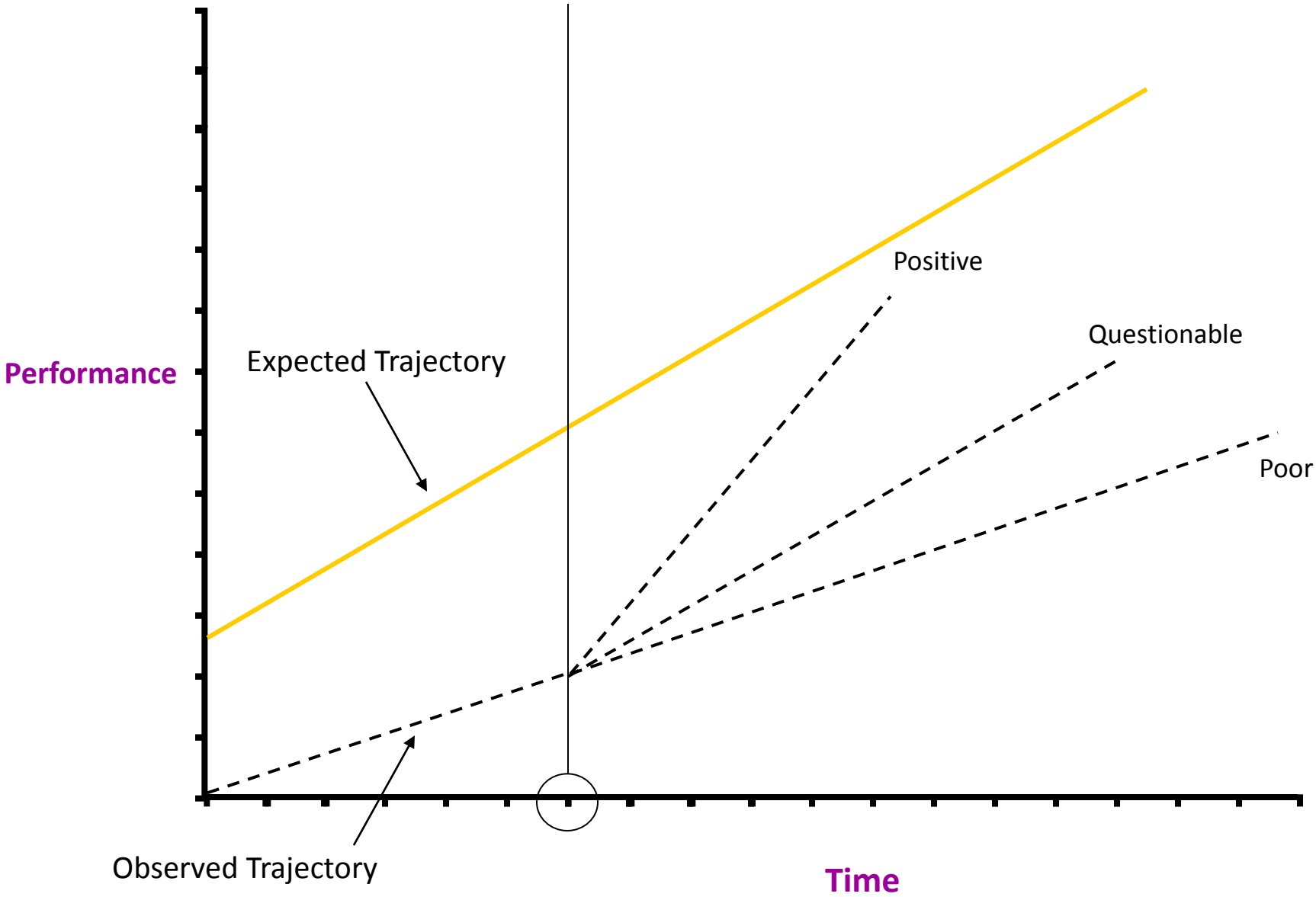
Questionable Response to Intervention



Poor Response to Intervention



Response to Intervention



Decision Rules: Linking RtI to Intervention Decisions

- Positive
  - Continue intervention with current goal
  - Continue intervention with goal increased
  - Fade intervention to determine if student(s) have acquired functional independence

Decision Rules: Linking RtI to Intervention Decisions

- Questionable
  - Was intervention implemented as intended?
    - If no - employ strategies to increase implementation integrity
    - If yes -
      - Increase intensity of current intervention for a short period of time and assess impact.
      - If rate improves, continue. If rate does not improve, return to problem solving

Decision Rules: Linking RtI to Intervention Decisions

- Poor
  - Was intervention implemented as intended?
    - If no - employ strategies in increase implementation integrity
    - If yes -
      - Is intervention aligned with the verified hypothesis? (Intervention Design)
      - Are there other hypotheses to consider? (Problem Analysis)
      - Was the problem identified correctly? (Problem Identification)

Evaluating Infrastructure Development

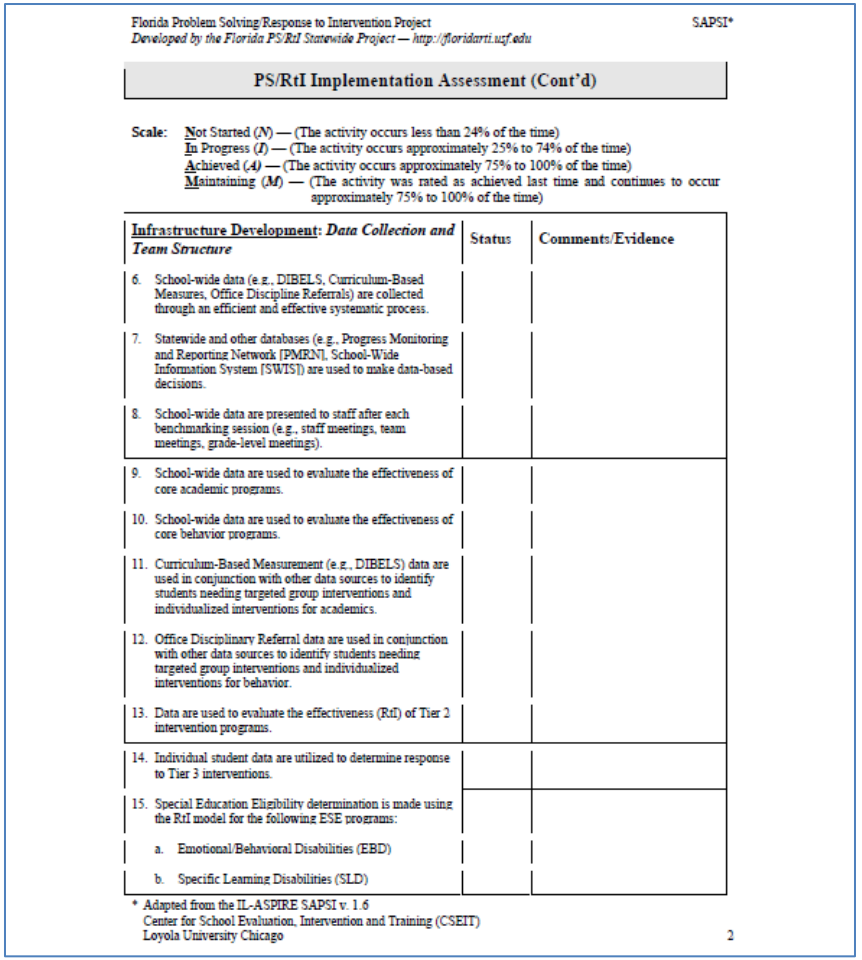
Measuring Infrastructure Development

- Florida PS/RtI Project Tools
  - Self Assessment of Problem-Solving Implementation (SAPSI): Infrastructure Section

- Florida PBS Project Tools
  - Benchmarks of Quality (BOQ)

SAPSI: Infrastructure Section

- Needs assessment & progress monitoring tool evaluating Consensus, Infrastructure, & Implementation of PS/RtI
- 18 Infrastructure Items
  - Range from Not Started to Maintaining
- Completed by SBLT 2 times per year



Florida Problem Solving/Response to Intervention Project — SAPSI*
Developed by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (*N*) — (The activity occurs less than 24% of the time)
In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time)
Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (*M*) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: ***Data Collection and Team Structure***	**Status**	**Comments/Evidence**
6. School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., DIBELS) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs:		
a. Emotional/Behavioral Disabilities (EBD)		
b. Specific Learning Disabilities (SLD)		

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago

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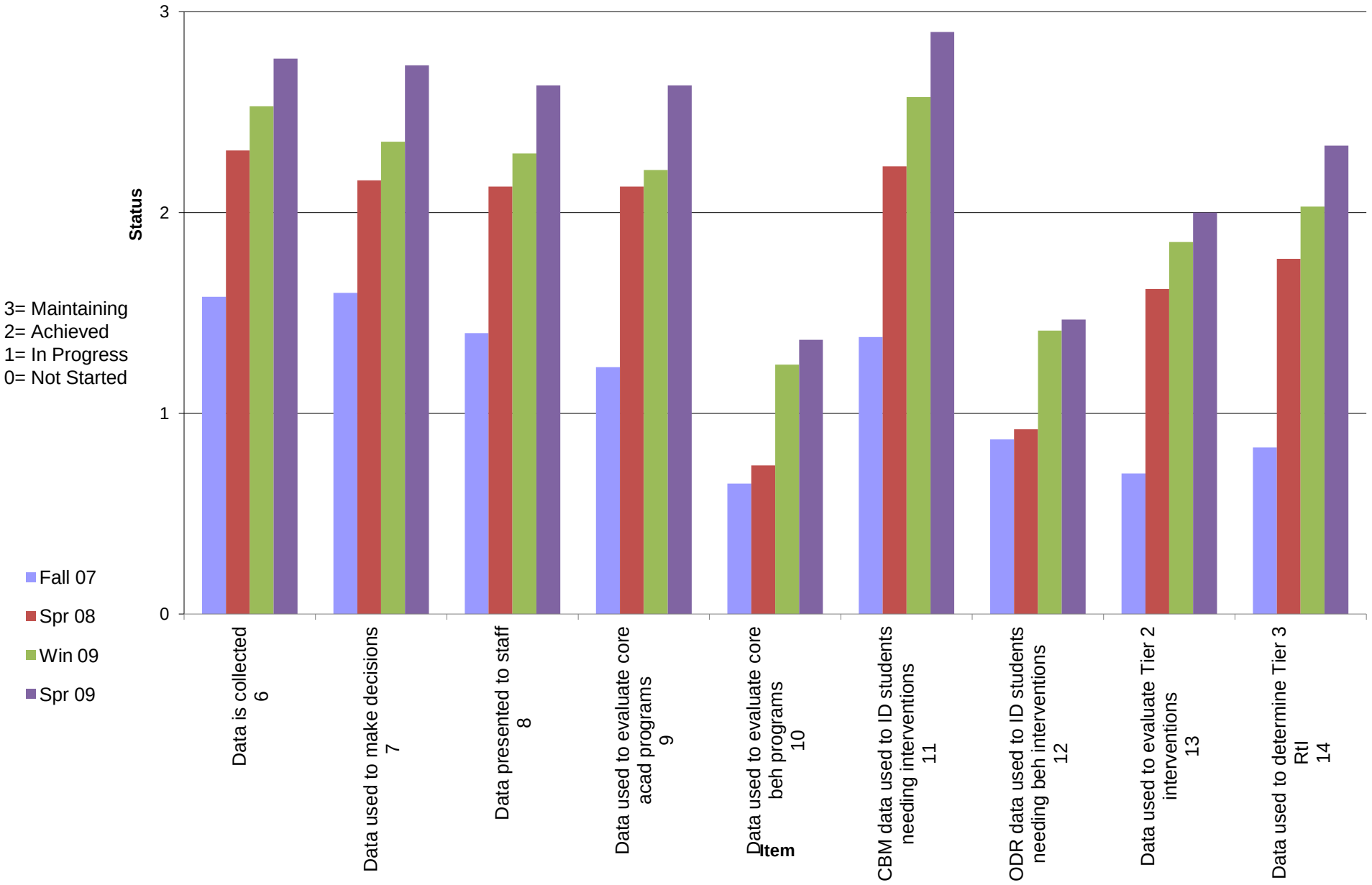
PS/RtI Project Pilot Schools SBLT
Self-Assessment of Problem Solving Implementation (SAPSI)
Infrastructure Development- Data Collection



Professional Development: Pedagogy

- Direct Instruction
- Modeling
- Practice
- Feedback
- Application
- Technical Assistance

Training Sequence

1. Train Trainers
2. Train Coaches and Principals
3. Train District Personnel
4. Train SBLTs
   - SBLT's train school staff
5. Data Infrastructure
   - Assessment Tools
   - Technology for Analysis of Data (e.g. Survey Monkey)

Problem Solving - Response to Instruction/Intervention Training Outline

	Year One	Year Two	Year Three
Day 1	**Curriculum** Change Model - Consensus, Infrastructure, Implementation Big ideas of Problem Solving Four Problem Solving Steps – Overview Problem Identification Problem Analysis Intervention Design/Implementation Response to Instruction/Interventions Three Tiered Model of Service Delivery Law – NCLB, IDEA, Florida Rule/Statute Formation, Function and Purpose of Problem Solving Teams **Data Collection** Beliefs Survey Perception of Practices School Personnel Satisfaction	**Curriculum** Review of Year 1 Training Consensus Focus on Tier One Four Problem Solving Step State RtI Plan National RtI Data Review Data from Year One SAPSI Data Survey Data Skill Assessment Data Strategies for Consensus Roles for Team Members **Data Collection** Perception of Practices School Personnel Satisfaction Skill Assessment Training Evaluation	**Curriculum** Problem Solving Case Study Example Tier Three Problem Identification T1, T2, T3 data source Linking the Tiers in context Using Tier Two data to determine effectiveness of Tier Two and appropriateness of Tier Three intervention T3 Problem Analysis Hypothesis Generation, Validation, Prediction Statements Worksheet - Problem Identification, Problem Analysis School Blueprint - Consensus **Data Collection** Skill Assessment Training Evaluation
	Days 1 & 2 back to back	Technical Assistance Session (s)	Technical Assistance Session (s)
Day 2	**Curriculum** Step I – Problem Identification Tier One Data Sources Academic, Behavioral Replacement Behaviors Current Performance Benchmark Performance Peer Performance Gap Analysis **Data Collection** Perception of Skills Beliefs Survey Skill Assessment Training Evaluation	**Curriculum** Data Feedback Activity Examples: Tier 1 Data Indicating Tier 2 Needs Tier 2 Defined & Characterized Standard Treatment Protocol Strategies for Identifying Tier 2/Standard Protocol Needs Tier 2 and the K-12 Reading Plan Decision Making at Tier 2 **Data Collection** Skill Assessment Training Evaluation	**Curriculum** Case Study Review Review Y3D1 Content Briefly Skill Assessment Performance Review Integrated Tier One, Tier Two, Tier Three Scheduling with examples Review of Master Schedule & Resource Maps Tier Three Intervention Development Characteristics of Tier Three Interventions Intervention Support Comprehensive Intervention Plan Tier Three: Components 1 & 2 Green Book Examples/References Worksheet - Intervention Development School Blueprint – Infrastructure Collect School Blueprint – Consensus **Data Collection** Skill Assessment Training Evaluation
	Technical Assistance Session (s)	Technical Assistance Session (s)	Technical Assistance Session (s)

Day 3	**Curriculum** Step II – Problem Analysis Data Feedback Activity Review: Problem Identification Big Ideas/Concepts of Problem Analysis Hypothesis/Prediction Statement Assessment & Hypothesis Validation Examples of Hypothesis Generation and Evaluation **Data Collection** Skill Assessment Training Evaluation	**Curriculum** Data Feedback Activity Intervention Evaluation Protocol Resource Maps Intervention Evaluation Plan Goal Setting Resource Mapping Activity Intervention Integrity Types Barriers Improving Assessing **Data Collection** Skill Assessment Training Evaluation	**Curriculum** Case Study Review Review Y3D2 Content Briefly Skill Assessment Performance Review Tier Three Intervention Design Intervention Integrity Documentation Examination of Integrity measures currently used to assess Tier Three Tier Three RtI Progress Monitoring Arrangements (frequency, data source, who, etc.) Content specific measures Decision Rules Actions when RtI is Positive, Questionable, Poor Movement among Tiers relative to student need Complete Comp. Intervention Plan with supporting Resource Map & Schedule SLD TAP School Blueprint - Implementation Collect School Blueprint – Infrastructure **Data Collection** School Personnel Satisfaction Survey Perceptions of Practices Skill Assessment Training Evaluation
	Technical Assistance Session (s)	Technical Assistance Session (s)	Technical Assistance Session (s)

Day 4	**Curriculum** Step III – Intervention Design and Implementation Data Feedback Activity Review: Consensus, Infrastructure, Implementation Linking Problem Analysis to Intervention Intervention Design Intervention Content Intervention Plan Intervention Integrity, Support, Documentation Integrating Tiers of Intervention **Data Collection** Skill Assessment Training Evaluation	**Curriculum** Data Feedback Activity State Board of Education Rules 6A-6.0331 – General Education Intervention 6A-6.03018 – SLD 6A-6.03017 – EBD Procedural Safeguards Effectiveness of Tier One Effectiveness of Tier Two Tier Three Decisions **Data Collection** Beliefs Survey Perception of Skills Skill Assessment Training Evaluation	**Curriculum** Review Y3D3 Content Skill Assessment Performance Review Case Study – Eligibility decsions SLD Eligibility Collect School Blueprint - Implementation **Data Collection** Beliefs Survey Perception of Skills Skill Assessment Training Evaluation
	Technical Assistance Session (s)		
Day 5	**Curriculum** Step IV – Response to Intervention Rationale for Progress Monitoring Graphing Goal Setting Interpreting Graphs Decision Making Positive Response to Instruction/Intervention Questionable Response to Instruction/Intervention Poor Response to Instruction/Intervention Review of Problem-Solving Steps **Data Collection** Beliefs Survey Perception of Skills Skill Assessment Training Evaluation		

Evaluating the Implementation of Professional Development

Program Evaluation Methods

1. Skill Assessments During Training
   - Direct Assessments

2. Skill Assessments During Application
   - Observations

3. Permanent Products
   - Review

4. Implementation
   - Self Reports

Assessment of Skills During Training

Skill Assessments

- Skill Assessments During Training

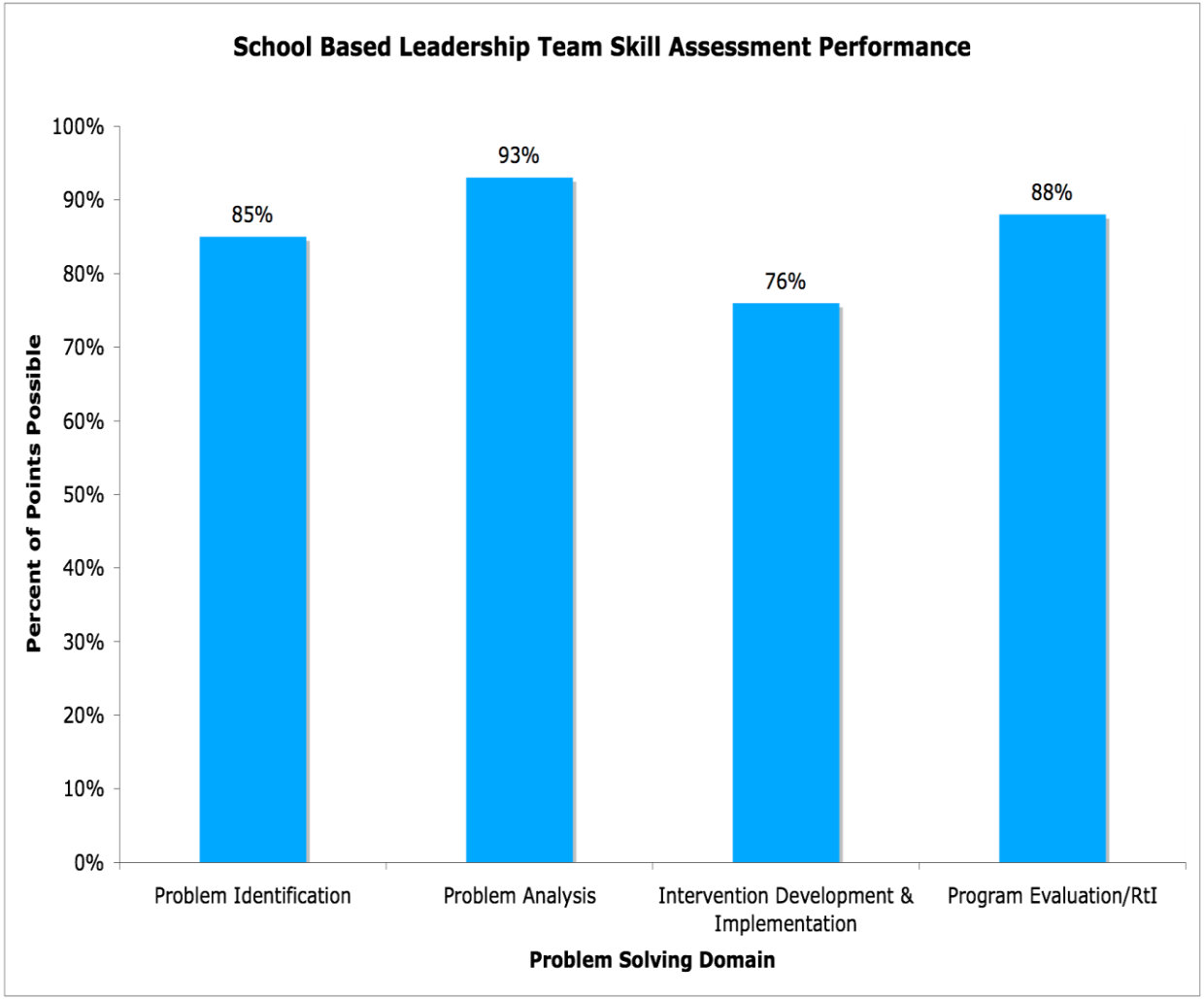
- Perception of Skills
  - Self-Evaluation of RtI Skills

- Perception of Practices
  - Self-Evaluation of RtI Practices in their building

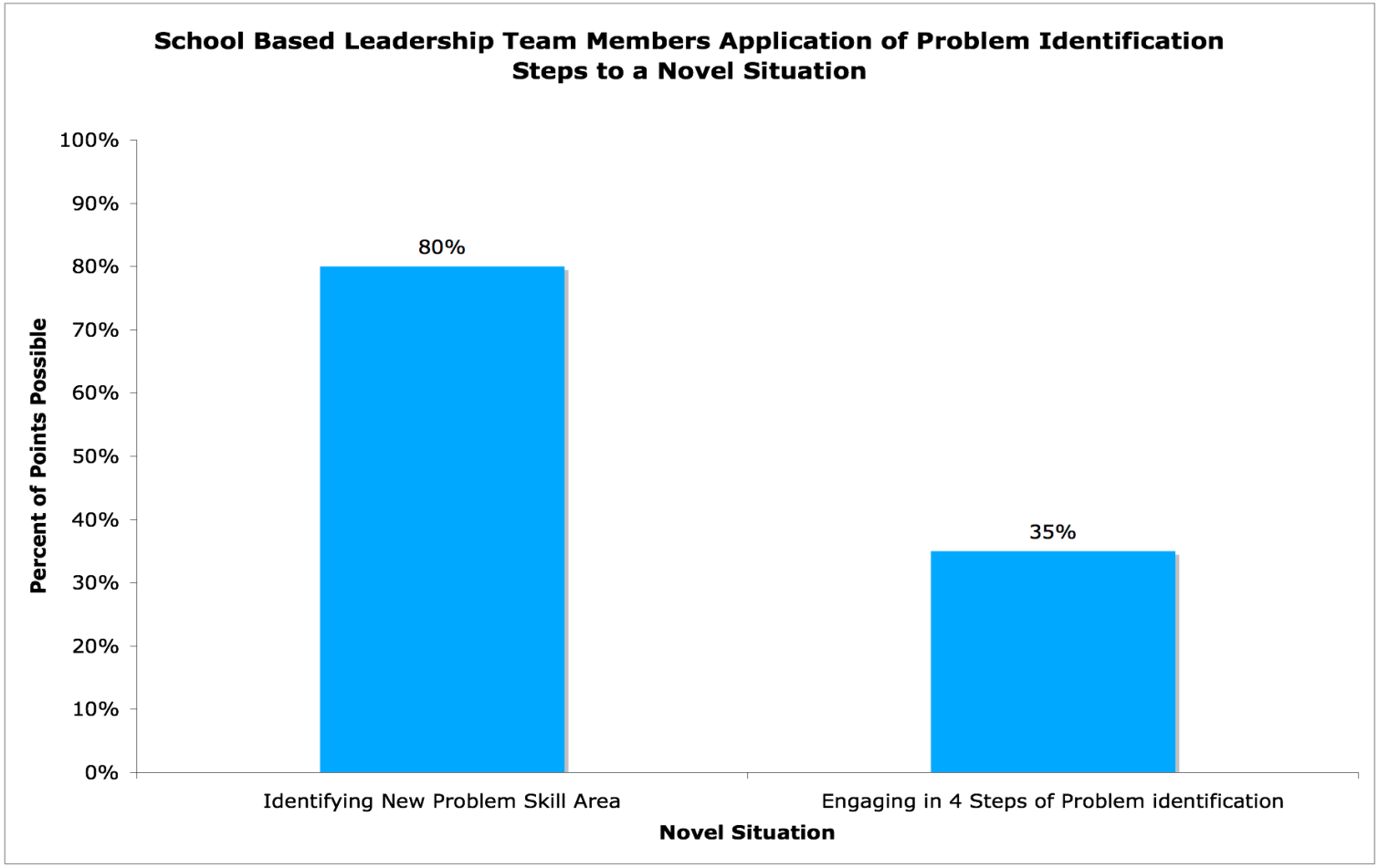
Skill Assessment

- **Use the 5 steps of problem identification to make a Tier I decision for Victor.**
  - What is the desired replacement behavior?
  - What is the student's current level of performance?
  - What is the expected level of performance?
  - What is the peer level of performance?
  - Gap Analysis
    - What is the gap between the expected level and the student?
    - What is the gap between the peer level and the student?
    - What is the gap between expected level and peer level?
  - Based on the observation data and the ODR data, would you support a Tier 1 or Tier 2 intervention? Justify your answer with appropriate data.

Results of Skill Assessments



Results of Skill Assessments



Assessment of Skills During Application

Assessing Fidelity

- Purpose
  - To determine if the critical components of the RtI Process (Problem ID, Analysis, Intervention (fidelity) and Response to Intervention are visible in both *Process AND Product*
  - To determine if the focus of the PD is actually occurring in the behavior of the staff and the products for the students
- Critical Elements
  - Steps in the PS/RtI Process
- Methods
  - Critical Components Checklist

Critical Components Checklist

Component

1 = Present 2 = Partially Present 3 = Absent

Problem Identification

One ore more replacement behaviors were identified

1 2 3

Data describing current and expected levels of performance collected

1 2 3

A gap analysis was conducted to determine the appropriate tier of intervention

1 2 3

Problem Analysis

Hypotheses were developed across multiple domains

1 2 3

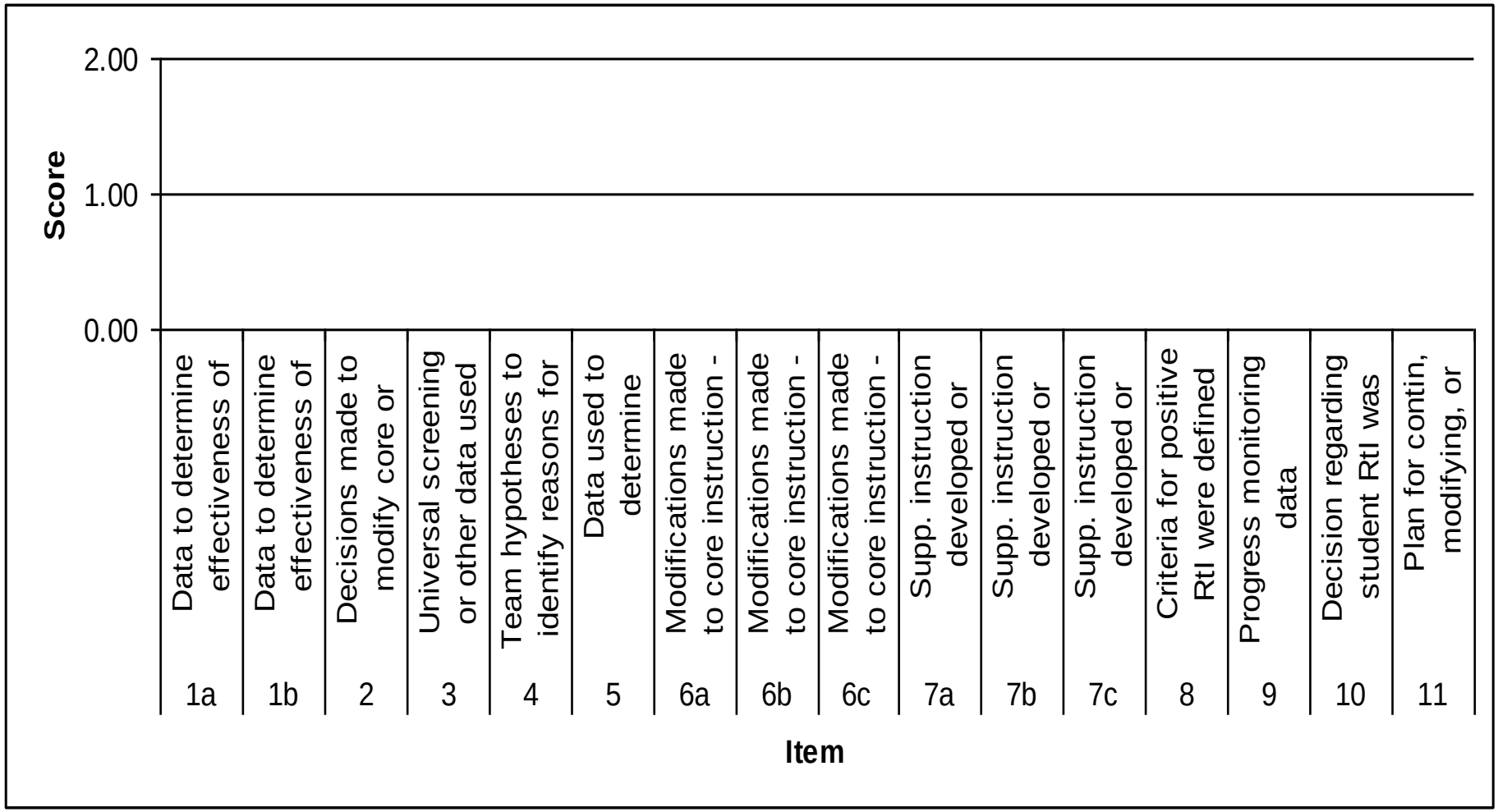
Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit

1 2 3

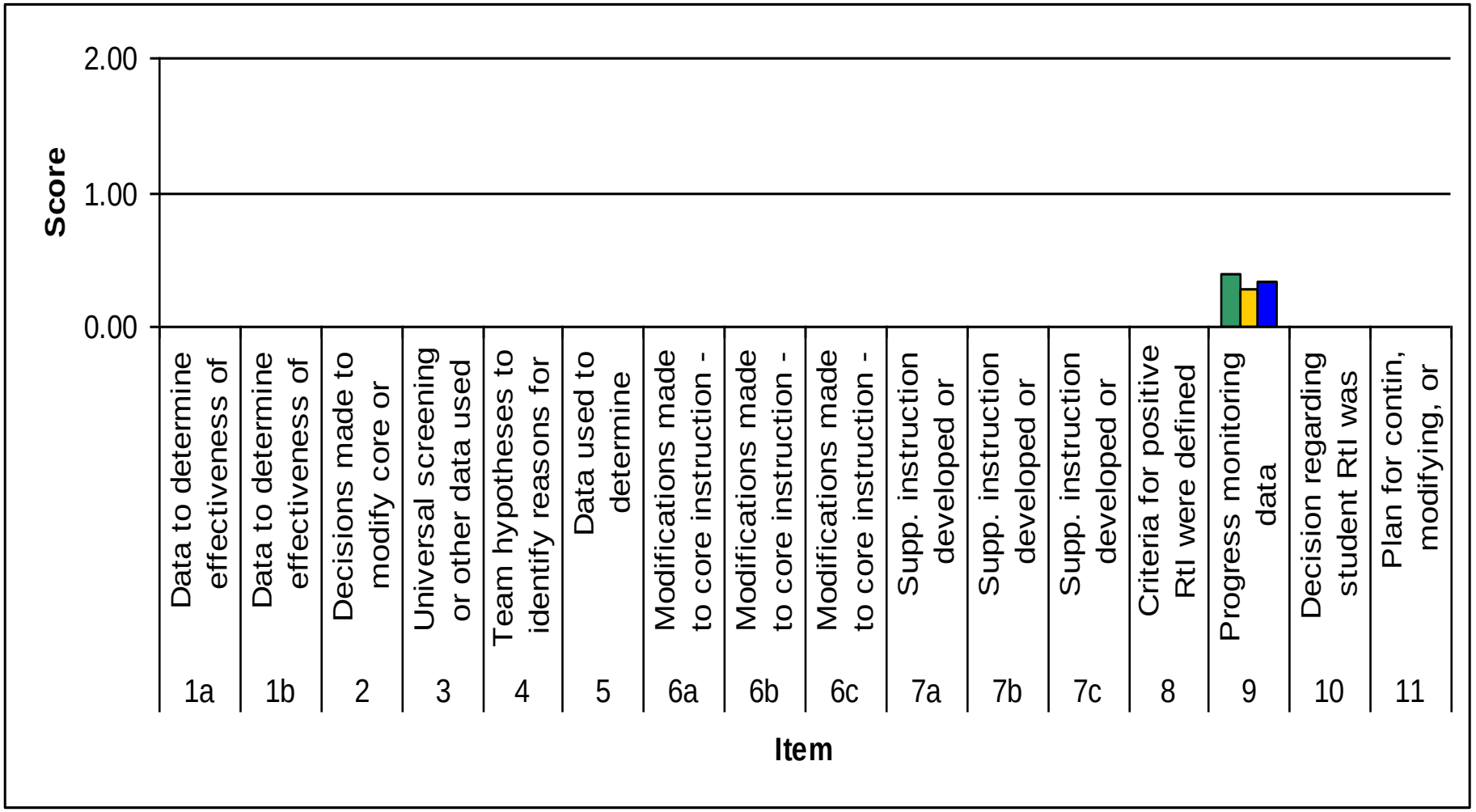
Data were used to determine viable or active hypotheses for why the replacement behavior was not occurring

1 2 3

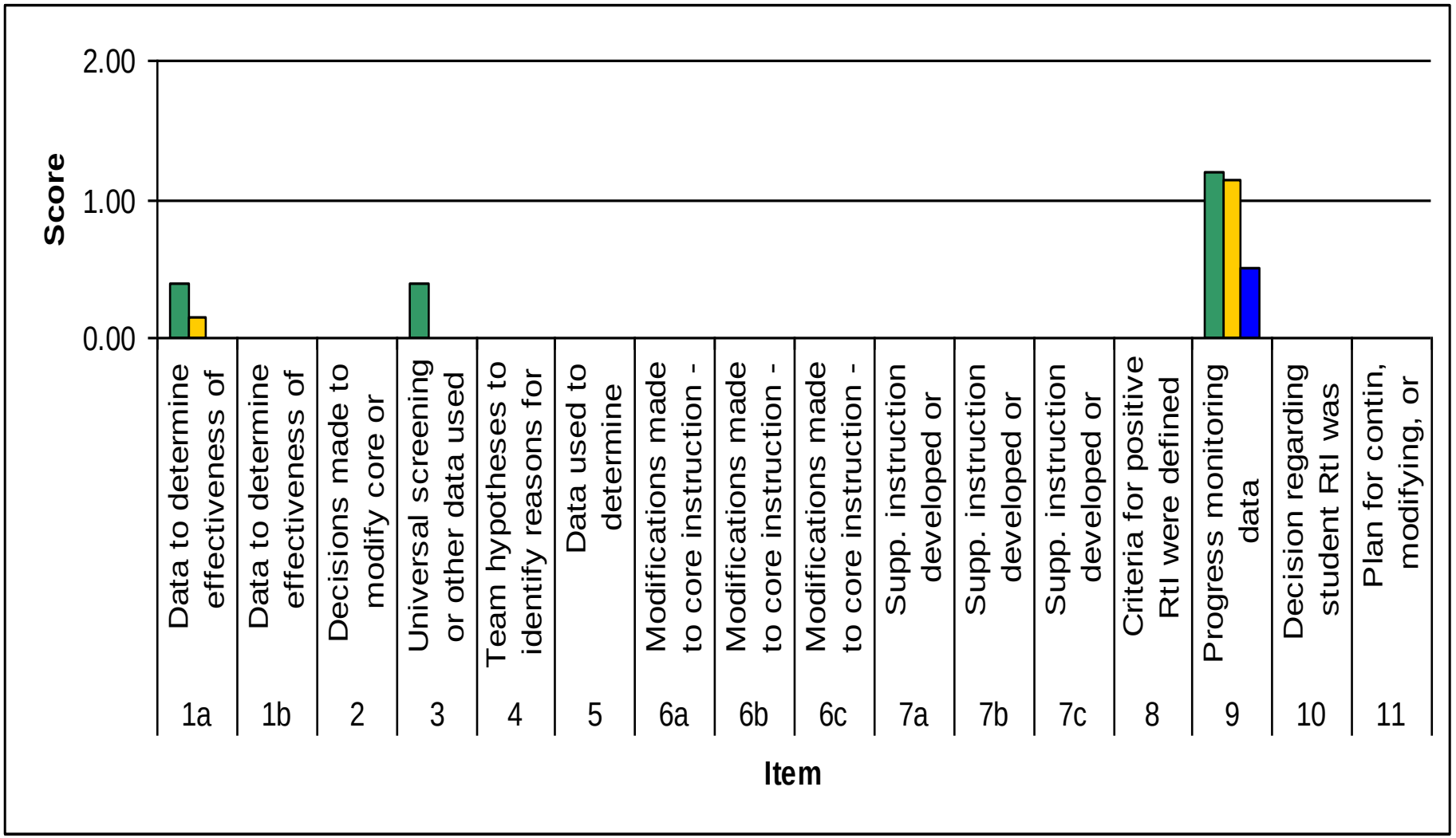
CCC Demonstration District: Year 1



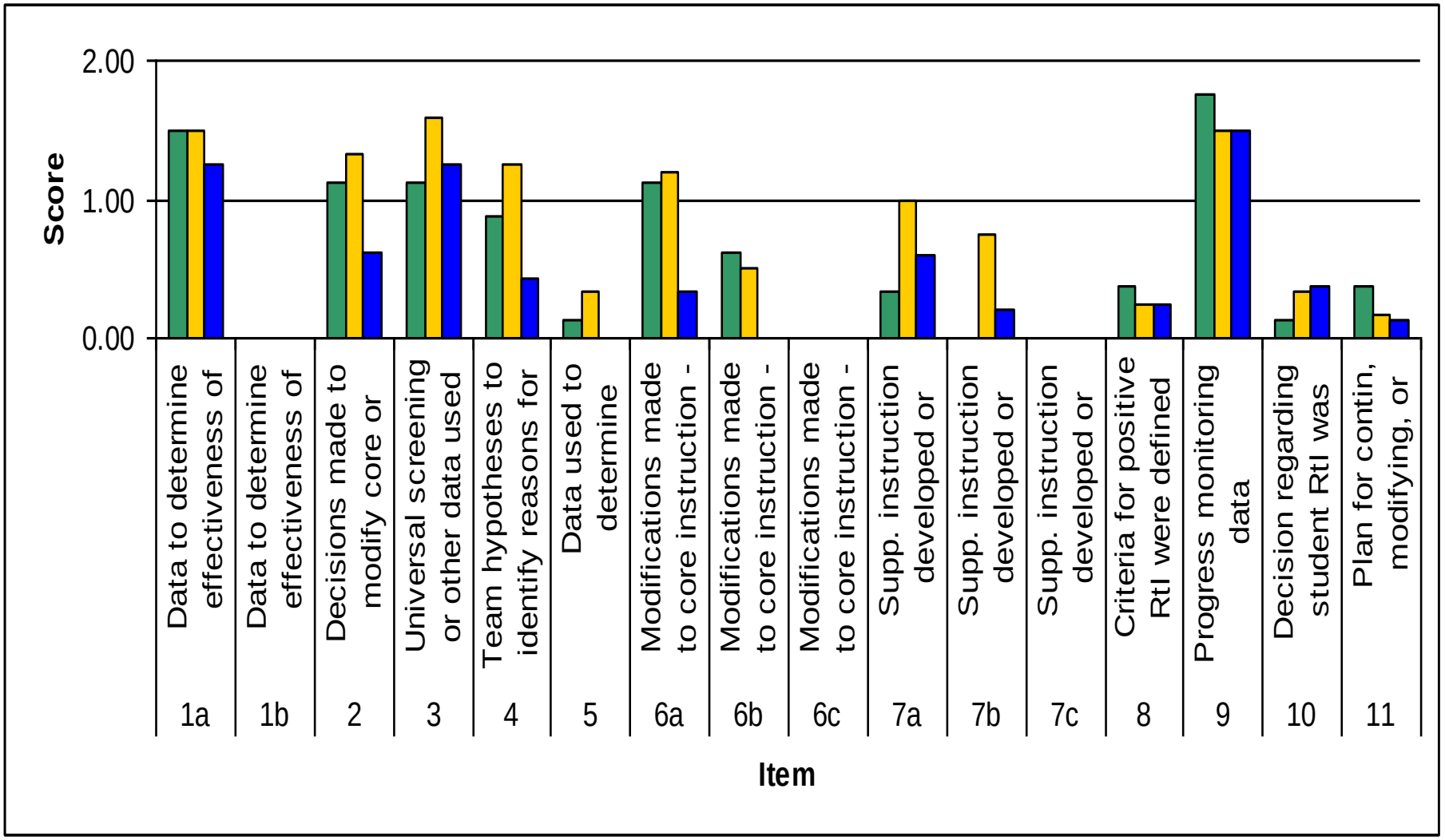
CCC Demonstration District: Year 2



CCC Demonstration District: Year 3



CCC Demonstration District: Year 4



Tier I & II Observation Checklist

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Data were used to determine the effectiveness of core instruction			
11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions			
12. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention			

Problem-Solving Team Meeting Checklist (Initial & Follow-up Version)

- Observation of Problem-Solving Team Meeting
  - Assesses whether the critical components of PS/RtI were present or absent during the Problem-Solving Team Meeting
    - **ONLY** to be used for **individual student (Tier III)** focused problem-solving sessions
  - **Initial** version focuses on first 3 steps of PS process
    - Problem identification, problem analysis, intervention development and support
  - **Follow-up** version focuses on last step of PS process
    - Intervention evaluation (RtI)

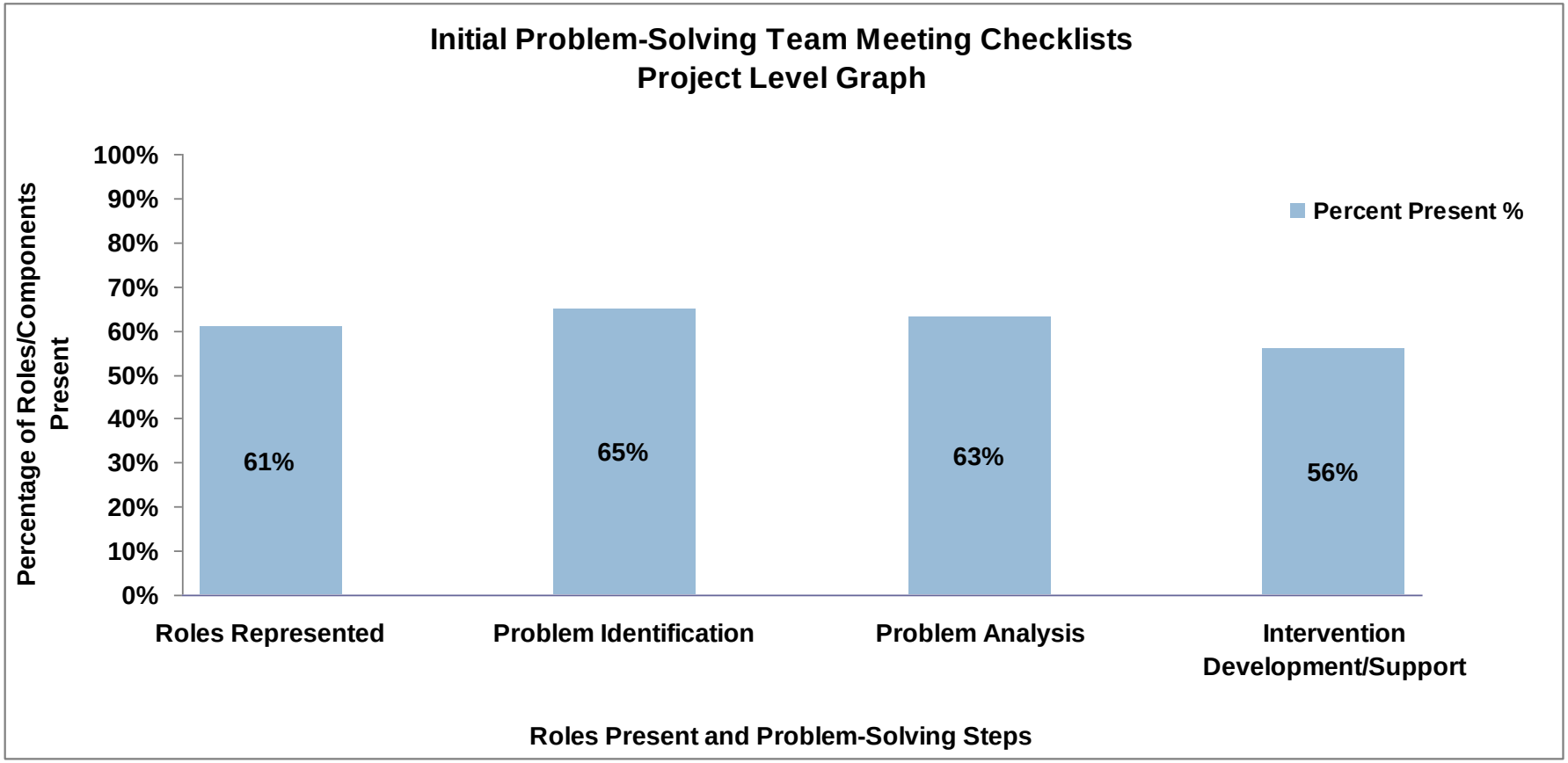
Problem-Solving Team Meeting Checklist (Initial)

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Replacement behavior(s) was identified			
11. Data were collected to determine the current level of performance for the replacement behavior			
12. Data were obtained for benchmark (i.e., expected) level(s) of performance			
13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			

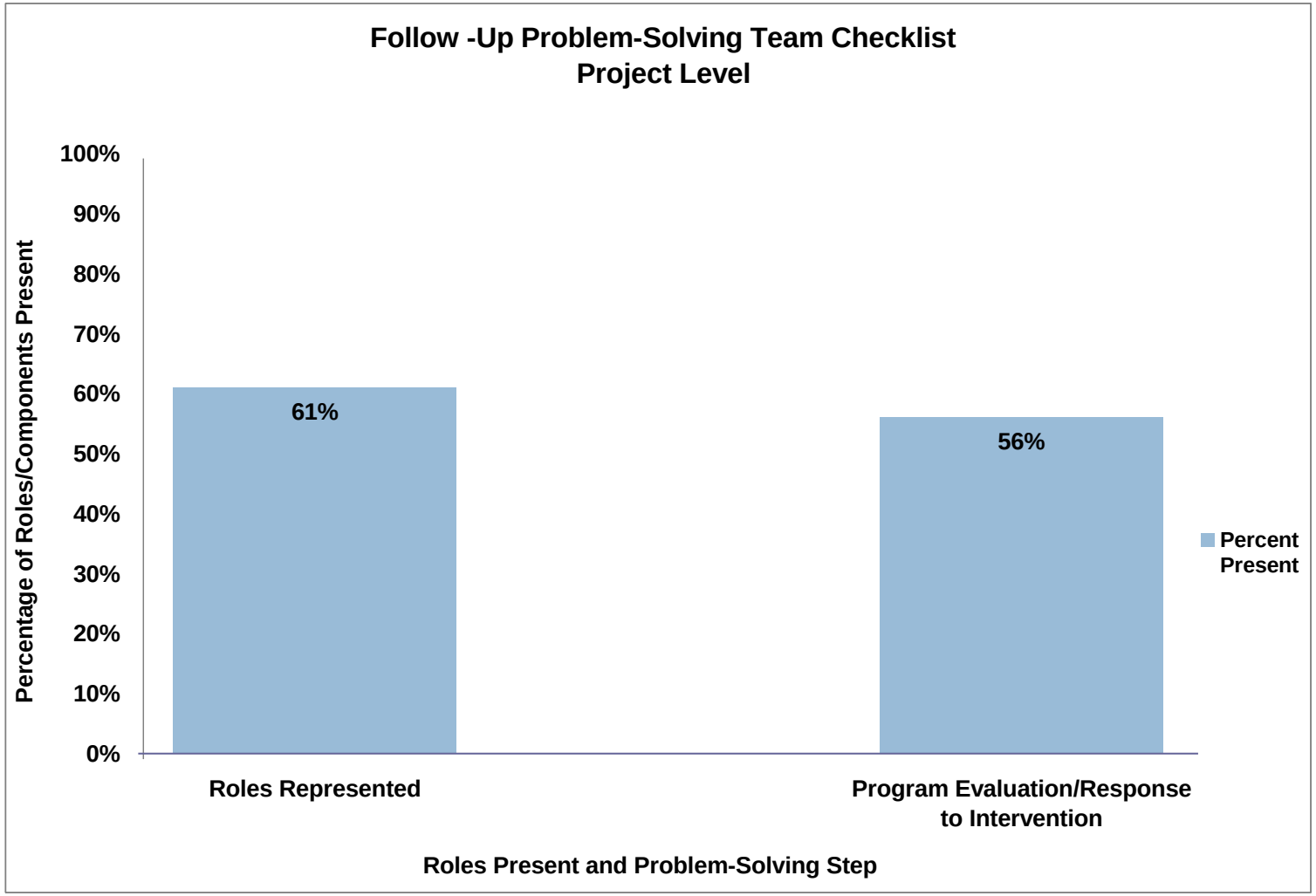
Problem-Solving Team Meeting Checklist (Follow-Up)

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Program Evaluation/RtI			
10. Progress monitoring data were presented graphically			
11. Documentation of implementation of the intervention plan was presented			
12. A decision regarding good, questionable, or poor RtI was made			
13. A decision to continue, modify, or terminate the intervention plan was made			
14. A decision to continue, modify, or terminate the intervention support plan was made			
15. A follow-up meeting was scheduled			

Problem-Solving Team Meeting Checklist (Initial)



Problem-Solving Team Meeting Checklist (Follow-Up)



Assessment of Outcomes

Technical Assistance

- General
  - Follow-Up to Training Sessions
  - Promotes Integrity
- Targeted
  - Based on Needs Assessment
  - Can Be Group Based
  - Focused, Fewer Topics
  - Based on Data From Sites
    - Critical Components
    - Direct Observations

Florida Resources to Support PS/RtI Implementation

- Just Read, Florida! http://www.justreadflorida.com/
- Florida Center for Reading Research http://www.fcrr.org/
- Florida's Positive Behavior Support Project http://flpbs.fmhi.usf.edu/index.asp
- Florida's PS/RtI Project: www.floridarti.usf.edu
- Office of Early Learning, Florida Department of Education http://www.fldoe.org/earlylearning/
- Bureau of School Improvement, Florida Department of Education http://www.flbsi.org/
- Bureau of Exceptional Education and Student Services, Florida Department of Education

  http://www.fldoe.org/ese/
- Florida Response to Intervention, Florida Department of Education

  http://www.florida-rti.org/

Developing Action Plans